

Bright Eyes Nursery

51 The Barley Lea, Stoke Aldermoor, Coventry, West Midlands, CV3 1DX



Inspection date

3 December 2015

Previous inspection date

9 September 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leadership is inspirational, successfully driving improvement over a sustained period of time. Systems for self-evaluation are highly reflective and continuous. Managers and staff demonstrate an uncompromising commitment towards achieving excellence in all areas. They are constantly reviewing all areas of practice to identify better and more successful ways of working.
- The quality of teaching is excellent. Staff offer children individualised learning, differentiating and extending activities to suit children's specific needs. They never tire of joining children in their exploration, or leading activities to increase children's enjoyment and motivation, and support their development to the highest possible level.
- The nursery has an exceptional commitment to parental involvement at all levels. Daily chats and weekly sharing of the children's learning journey books with all parents and carers keep them exceedingly well informed. The innovative learning at home activities very effectively help parents and carers understand how to promote their children's learning and development at home.
- Key persons are exceptionally skilled and sensitive. They are very calm and patient and give children individual attention which helps to ensure that each child feels valued and special. They have a superb knowledge and understanding of the children they care for which has a highly positive impact on children's well-being and personal development.
- Staff provide very responsive support when children are struggling to understand expectations and use positive praise to acknowledge their achievements. Distraction and discussion effectively help children to learn how to manage their behaviour and build strong relationships with each other. This includes children who require particularly perceptive intervention and additional support.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- consider the use of the available space for some adult-led activities to extend children's concentration and listening skills to even higher levels.

Inspection activities

- The inspector observed activities in the main playroom and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day.

Inspector

Rachel Howell

Inspection findings

Effectiveness of the leadership and management is outstanding

The manager's knowledge of her legal responsibilities in all aspects is excellent. Safeguarding is effective. Staff very efficiently implement the robust procedures and risk assessments to ensure children receive the best possible care and are kept safe from harm. Staff deployment is excellent and every opportunity is used to enrich the curriculum and promote children's learning and well-being. Strong recruitment, thorough induction, regular in-depth supervision and monitoring of practice results in the high-quality teaching children receive. Rigorous, ongoing training ensures that staff's required knowledge is up to date and individual professional development is valued. Assessment of groups and individual children's progress is scrutinised, to very promptly identify any gaps in learning and the effectiveness of practice. Specific programmes of support are subsequently implemented to help those gaps close rapidly. Management and staff work in very close partnership with a vast range of agencies and other professionals. They very effectively and sensitively support children with a complex and diverse range of needs.

Quality of teaching, learning and assessment is outstanding

Staff have a superb understanding of how children learn through play. Children experiment, carefully balancing food packaging tubes. They take turns and cooperate well as they build tall towers. Staff extend children's learning, encouraging them to investigate mathematical concepts. Children have great fun counting tubes, comparing sizes and measuring the height of the towers, themselves and their friends. Children's language and communication are progressing excellently, including those who speak English as an additional language. They become absorbed as they explore and navigate computer programmes focused on different languages and cultures. They work individually and as a group on the large screen. They are fascinated as they hear their own language. They select the correct numbers and staff adeptly link children's own home language and English to support their communication development and understanding.

Personal development, behaviour and welfare are outstanding

Staff fully support children to become confident and capable individuals which provides a solid foundation for their personal, social and emotional development. Children develop their independence skills as they help themselves to a drink from the water dispenser. Older children persevere with challenges as they carefully and determinedly peel little oranges for snack. Even the youngest children begin to understand about safety as they capably cut their banana into chunks. Staff extend children's learning further by discussing the benefits of healthy eating and where the fruit has come from. The manager and staff regularly review their use of the environment to maximise children's learning and well-being. They have correctly recognised the need to reflect further on the use of some areas for adult-led activities to maximise children's concentration and listening skills.

Outcomes for children are outstanding

Children are highly supported to reach their potential, including disabled children and those with special educational needs. All children are making exceptional progress in their development and in readiness for school.

Setting details

Unique reference number	EY222046
Local authority	Coventry
Inspection number	848216
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	29
Name of provider	Coventry City Council
Date of previous inspection	9 September 2009
Telephone number	02476 788 450

Bright Eyes Nursery was registered in 2002. The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications from level 2 to level 6, including one with Early Years Professional status. The nursery opens from Monday to Friday from 8.30am until 11.30am and 12.30pm until 3.30pm, school term time only. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

