

## Inspection date

16 February 2016

Previous inspection date

9 November 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

- Children consistently make excellent progress. Any children who have lower than expected starting points make particularly rapid and sustained progress.
- The quality of teaching is exceptional. Staff have an expert knowledge of how children learn and use it to skilfully extend children's learning as they play. Children confidently ask questions, learn to solve problems and talk about what they are doing.
- Children's learning is meticulously planned for and they become deeply involved in highly challenging activities. High-quality observations and accurate assessments ensure staff know exactly what children need to learn next and how to motivate them.
- Parents are very closely involved at every level in the care and education of their children. Staff highly value information from parents about children's interests at home.
- Children form exceptionally strong attachments to staff. Staff know each child's individual personality and learning preferences. They tailor their interactions and activities so that children feel extremely confident and secure at nursery.
- Children are inspired and motivated by the highly stimulating environment. They are keen to set their own challenges and explore what they can do. Children show very high levels of concentration and delight in their achievements.
- Managers are ambitious and determined in their pursuit of excellence. They successfully drive improvements through incisive evaluation and by effectively supporting staff to be reflective. As a result, all staff continually review the environment and quickly adapt activities in response to the changing needs of children.
- Children's progress is very rigorously monitored. Managers and staff work together to swiftly identify any areas for concern. They use specific training and staff's superb knowledge to put effective support strategies in place when needed.

## What the setting needs to do to improve further

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

- consider even more ways for staff to evaluate and reflect on their own practice to maintain the very highest quality of teaching.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector sampled children's development records, planning documentation and a range of other records, policies and procedures.
- The inspector held a meeting with the nursery managers. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Alison Byers

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Highly reflective practice is seen throughout the nursery. Managers are uncompromising in their expectation that staff are continually looking for ways to extend learning experiences for all children. Staff consider different ways to use equipment to create imaginative opportunities and introduce babies to new materials. The managers systematically review children's progress and thoroughly investigate the cause of any gaps in the curriculum. Staff make the most of training and their qualifications to deepen their understanding of teaching and learning. They share their knowledge with each other and are highly effective at implementing new ideas and strategies. For example, all staff learn how to support children to recognise and deal with feelings. Managers use a range of methods to monitor and improve the quality of teaching. However, they have not fully explored different ways for staff to evaluate and reflect on their own practice. Arrangements for safeguarding are effective. There are very robust procedures in place to ensure any concerns are shared with leaders and swiftly dealt with.

### Quality of teaching, learning and assessment is outstanding

Teaching is outstanding. Children are at the heart of every decision staff make. Staff are particularly perceptive to children's needs and know exactly how each child prefers to learn. They sensitively interact with children at precisely the right moment and with the correct level of challenge to extend their learning. Children are curious. Staff's high expectations and the culture of learning support children's investigations and nurture their thinking skills. They skilfully work with children to build on what they know and help them find solutions. Staff find imaginative ways to build learning into play. For example, children demonstrate their early writing skills in a wide range of different activities, both inside and outdoors. Communication with parents is tailored to the needs of each family to ensure comprehensive information is shared and learning is seamless.

### Personal development, behaviour and welfare are outstanding

Children thrive in the thoughtfully planned and inspiring environment. They are extremely independent and motivated. Children relish opportunities to extend learning for themselves and try new things. They take great pleasure in achieving physical challenges and working together with others. The highly skilled staff create a secure emotional environment. They are always ready to share in children's delight and carefully help children succeed. Staff make excellent use of opportunities that develop children's understanding of the world beyond their nursery. They make children feel valued and effectively involve them in making decisions. Behaviour is excellent. Staff are proactive in teaching children to respect others and work together.

### Outcomes for children are outstanding

The outcomes for all children are excellent. Children who the setting receives additional funding for and those who speak English as an additional language, quickly close any gaps in achievement. They receive targeted interventions to support their emotional development and communication skills. As a result, children develop the social skills and knowledge they need to be extremely well prepared for school.

## Setting details

<b>Unique reference number</b>	303264
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	855046
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	53
<b>Number of children on roll</b>	90
<b>Name of provider</b>	The Corporation of Rotherham College of Arts and Technology
<b>Date of previous inspection</b>	9 November 2009
<b>Telephone number</b>	01909 559299

Bright Skies was registered in 1992. It operates from the Dinnington campus of Rotherham College of Arts and Technology. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above, including two with Early Years Professional status and one at level 6. The nursery opens from Monday to Friday, for 50 weeks a year. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

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