

# Bright Futures Day Nursery

Bright Futures Day Nursery, Swallow Lane, Carrbrook, STALYBRIDGE, Cheshire,  
SK15 3NU



<b>Inspection date</b>	16 October 2017
Previous inspection date	3 April 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Managers and practitioners demonstrate a strong commitment to achieving the best outcomes for children. They are consistently caring and friendly towards children.
- The promotion of children's communication and language is a particular strength. Practitioners skilfully help children to understand and say new words. They show interest in what children say and engage children in topical conversations. They frequently interact with babies. This helps children learn to speak and listen.
- Children make good progress in their learning and development. Children in receipt of additional funding make very good progress and gaps in attainment close rapidly.
- Partnerships with other settings and professionals are strong. These help to promote continuity for children's well-being and learning.
- Practitioners understand how children learn. They set out interesting resources and activities and give children time to play and explore, helping children to become eager independent learners. Children's well-being is promoted well.

### It is not yet outstanding because:

- The regular monitoring of the performance of practitioners does not focus sharply enough on raising the quality of teaching to a higher level.
- Practitioners do not always use information from observations very effectively to identify what children need to learn next as precisely as possible. This does not help them to plan for individual children's learning even more meticulously.

## What the setting needs to do to improve further

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

- strengthen the monitoring of the performance of practitioners and focus more sharply on helping them to raise the quality of teaching to the highest level.
- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what children need to learn next.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection.
- The inspector completed a joint observation with one of the nursery managers.
- The inspector held a meeting with the two nursery managers. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.
- The inspector spoke to parents and took account of their views.

### Inspector

Susan King

## Inspection findings

### Effectiveness of the leadership and management is good

The well-qualified team works together well. Managers demonstrate a clear vision for the nursery and take practical steps to achieve it. For example, the tracking of children's progress indicated that some children's language development was a cause for concern. They made this area of learning and development a priority for their practitioner training programme. As a result, the rate of children's progress accelerated and outcomes improved. Safeguarding is effective. Practitioners demonstrate strong understanding of what they must do if an allegation is made to them about a colleague. Practitioners take effective action to minimise risks to children. For example, they make detailed plans for managing outings safely.

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

Parents provide information that helps practitioners to accurately establish the starting points for children's learning. The quality of teaching is consistently good. For example, practitioners in the pre-school room skilfully read a story that helps children to learn about animals. Children concentrate well and remember that the snake in the story is called an anaconda. Practitioners in the nursery and the school share ideas and information effectively. For example, nursery practitioners watch the teaching of literacy in the Reception class. They adopt a similar approach which helps to promote continuity in children's early literacy and prepares them well to start school.

### Personal development, behaviour and welfare are good

Consistent daily routines help to promote children's confidence and participation. For example, children know that the gentle sound of the tambourine means they must stop and listen. They know the expectations for their behaviour and children of all ages learn to join in with tidying toys away. Children eat healthy nutritious food. Practitioners carefully implement systems for keeping children with allergies to certain foods safe. Parents feel well informed about children's daily care and activities. Practitioners and parents share information about children's health needs and injuries effectively. Children in the out-of-school sessions transfer safely between nursery and school because practitioners follow well-established routines. Children demonstrate that they look forward to attending the club.

### Outcomes for children are good

Children are eager learners who acquire the skills and knowledge that prepare them well to start school. Children develop independence as they grow. For example, younger children learn to feed themselves and older children carry their own lunch on a tray. Children develop independence in using the toilet. They know they must wash their hands before they eat. Children count and use numbers in their play. They learn to link sounds with written letters they represent. Pre-school children can recognise their name and begin to write it. Children follow familiar routines. They know that they must look and listen at story time and group time.

## Setting details

<b>Unique reference number</b>	EY265349
<b>Local authority</b>	Tameside
<b>Inspection number</b>	1115071
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	90
<b>Number of children on roll</b>	146
<b>Name of registered person</b>	Bright Futures Day Nursery Limited
<b>Registered person unique reference number</b>	RP521520
<b>Date of previous inspection</b>	3 April 2014
<b>Telephone number</b>	01457 836552

Bright Futures Day Nursery registered in 2004. The nursery employs 25 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, two hold qualifications at level 5, 13 at level 3 and two at level 2. The nursery opens from Monday to Friday, all year round excluding bank holidays and a week at Christmas.. Nursery and holiday club sessions are from 7.30am until 6pm with extended hours on request of 7am to 7pm. Out-of-school sessions are from 7.30am until 8.45am and 3.15pm until 6pm with extended hours on request of 7am and 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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