

Bright Futures (2003) Ltd

Goodshaw Avenue, ROSSENDALE, Lancashire, BB4 8BY



Inspection date

31 October 2017

Previous inspection date

1 September 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Managers do not ensure that the required progress checks for all children aged between two- and three-years-old are completed and that a written summary is shared with all parents, as required.
- The current arrangements for managers to monitor staff practice is not robust enough to identify weaknesses in teaching.
- Managers do not effectively reflect on aspects of the settings practice and identify areas for improvement.
- The organisation of mealtimes for older children is not fully effective. Children become restless as they sit for too long, waiting for food and cutlery.

It has the following strengths

- Managers have suitable arrangements in place for recruitment, selection and induction of staff. New staff understand their roles and responsibilities while suitability checks are being processed and fully completed.
- Staff observe children regularly and evaluate their observations. This helps them to identify specific areas of development and plan activities that support children's continuing progress.
- Managers and staff are positive role models and work well as a team. Parents speak very highly about the nursery and comment specifically about how flexible and welcoming staff are. Overall, staff share ideas with parents about ways to extend their children's achievements at home. This helps to provide consistency in learning.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- | | |
|---|------------|
| ■ complete the progress check for all children aged between two- and three-years-old and share a written summary with parents | 01/11/2017 |
| ■ provide regular and robust supervision and support for staff to help improve the overall quality of practice. | 01/11/2017 |

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

- use self-evaluation effectively to clearly identify areas for development and improve outcomes for children
- review the organisation of some parts of the daily routine and minimise the time that children have to spend waiting.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the managers. She looked at relevant documentation including policies and procedures.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Nicola Hall

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff know how to recognise and report any signs that indicate a child might be at risk of harm. They are fully aware of local safeguarding procedures to protect children, including the nursery's whistleblowing policy. The manager and staff team complete regular risk assessments. For example, fire drills are completed, exits and escape routes are checked to help maintain the safety of children. Overall, the manager provides training opportunities for the well-qualified staff team to help them develop professionally. However, managers do not use supervision sessions to identify weaknesses in teaching practice. Furthermore, managers do not use the ongoing self-evaluation process well enough to identify all aspects of practice, which require further improvement.

Quality of teaching, learning and assessment requires improvement

Staff and managers monitor the progress of children, such as those in receipt of additional funding. They ensure that any gaps in learning are identified and planning is in place to help support specific areas of development. However, they are not able to demonstrate that the progress check for children between the age of two- and three-years-old is completed for all children. Staff promote physical development well. Babies and younger children enjoy the sensory experience of making marks with their fingers in sand and jelly. Older children learn to hold paintbrushes and carefully paint spiders' webs. Staff help children develop their mathematical skills well. Children place pumpkins in order of size and count how many they can see.

Personal development, behaviour and welfare require improvement

The manager ensures that adult-to-child ratios are maintained at all times. Staff are very attentive and respond to children's individual needs. For example, staff change babies' nappies regularly, talking to them throughout, helping to keep them happy. Older children enjoy cuddles from staff and appear proud following the praise they regularly receive. This helps to promote their emotional well-being. Children enjoy the home-cooked nutritious meals provided. However, they become slightly restless waiting for this to be served and start to display some minor unwanted behaviour. Nevertheless, children behave well overall and staff offer clear guidance about expected behaviour.

Outcomes for children require improvement

Weaknesses in assessments and the monitoring of teaching mean that some children are not fully supported to make the best possible progress in all areas of learning. Nevertheless, all children, including those who receive additional funding, develop skills they need to be ready for school. Children are confident and from a very young age display curiosity. Babies look to see what people are typing on laptops. Older children want to know who new people are and their names. They are motivated and keen to explore their stimulating, safe and clean surroundings, independently accessing drinks when they are thirsty.

Setting details

Unique reference number	EY488471
Local authority	Lancashire
Inspection number	1116182
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	71
Number of children on roll	133
Name of registered person	Bright Futures (2003) Ltd
Registered person unique reference number	RP903532
Date of previous inspection	1 September 2016
Telephone number	01706 559400

Bright Futures (2003) registered in 2015. The nursery employs 16 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including three with early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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