

# Bright Futures (2003) Ltd

Goodshaw Avenue, ROSSENDALE, Lancashire BB4 8BY



<b>Inspection date</b>	12 September 2018
Previous inspection date	31 October 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Requires improvement	3
Effectiveness of 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

### The provision is outstanding

- The management team continually strives for improvement. For example, they have recently implemented significant enhancements to the environment. They use various audit tools to identify how teaching and learning can be further improved. Well-focused improvement plans are implemented in the pursuit of excellence.
- Staff receive extremely effective support to enhance their teaching practice even further and extend their personal effectiveness. They benefit from the knowledge and skills of a leadership team that maintains very high expectations.
- Staff make regular observations and assessments of children's progress and share these with parents electronically. Children's next steps are monitored by managers, who collate data to identify any gaps in attainment. Children make extremely good progress, with some exceeding age-related expectations.
- Children's welfare is paramount in the nursery. Staff follow and involve children in consistent routines throughout the day. A highly skilled staff team and a very effective key-person system efficiently support children's moves to, from and within the setting. Children enter confidently, pleased to see their friends and staff.
- Children begin to learn about the wider world and their local community. They experience a forest ranger activity weekly, visit the residents in homes for the elderly and join in with local festivals.
- Staff provide exemplary opportunities for children to develop an excellent understanding of how to keep themselves and others safe. Children rapidly learn how to manage risks and challenges.

## What the setting needs to do to improve further

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

- continue to extend the excellent partnerships with parents, so that they are supported even further to continue their child's learning at home.

### 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 had a tour of the premises and spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery director.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector spoke to parents during the inspection and took account of their views provided in written feedback.

**Inspector**  
Suzy Marsh

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff have comprehensive knowledge of what to do should they have any concerns about a child's welfare. This is supported by ongoing training and robust policies and procedures which are regularly updated. The management team provides staff with rigorous supervision and training to maintain excellent teaching and care standards. Robust recruitment procedures ensure that all staff are suitable to work with children. Staff give children's safety the utmost priority. For example, they use risk assessments and daily checks effectively to help keep children safe. The leadership and management are exceptional. They foster a culture of evaluative practice which is extremely well embedded and recognise the value of parents' contributions. For example, they have recently started a parent committee who meet regularly to discuss ideas and support the nursery. They want to continue to extend these partnerships further and plan to do even more to support parents in continuing their child's learning at home.

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

Staff provide an extremely enabling environment that is full of exciting and interesting spaces where children can explore, grow and develop. Observation and assessment records and progress reports are continually shared with parents to further support children's learning at home. Babies have ample space to move around freely and safely. They are inquisitive and actively explore their surroundings. For example, they delight in investigating a range of wooden objects and sensory materials creatively arranged in trays. Staff skilfully build on children's interest in literacy and plan exciting activities based on their favourite stories. For example, older children explore the outdoor area. They hunt for wooden blocks and work as a team to build a house for the pigs, as the children recount the story.

### Personal development, behaviour and welfare are outstanding

Staff are inspirational role models and warmly welcome children, parents and visitors. All children's care and welfare routines are well supported and shared with parents. Parents hold the staff in high regard and are very happy with the service provided for them. Staff take time to get to know children's individual personalities and have established highly effective relationships with them. Consequently, children feel valued, have an excellent sense of belonging and flourish in the caring environment. This highly promotes children's personal, social and emotional development. Children are encouraged to think about risk and add some interesting ideas to their own risk assessments. They know the simple rules in place and confidently explain them to visitors. Children use scissors, confidently spread paint with twigs and serve themselves at lunchtime.

### Outcomes for children are outstanding

Children are highly motivated. They develop a real enjoyment of learning and finding out what they can achieve. Children and parents speak very highly of the skills gained from forest school rules, such as risk taking, independence and confidence to try new things. They are extremely well prepared for the next stage of their learning.

## Setting details

<b>Unique reference number</b>	EY488471
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10077428
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	71
<b>Number of children on roll</b>	92
<b>Name of registered person</b>	Bright Futures (2003) Ltd
<b>Registered person unique reference number</b>	RP903532
<b>Date of previous inspection</b>	31 October 2017
<b>Telephone number</b>	01706 559400

Bright Futures (2003) Ltd 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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