

# Bright Futures

John Perry School, Charles Road, Dagenham, Essex RM10 8UR



<b>Inspection date</b>	12 September 2018
Previous inspection date	15 December 2015

<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 leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not Applicable	

## Summary of key findings for parents

### The provision is good

- Staff ensure children have access to a broad range of stimulating activities and resources to support their play. The toys on offer provide good challenge and stimulation.
- Children benefit from social snack times with their friends. They receive healthy food to support their understanding of good eating habits.
- Children settle in well and are comfortable in their surroundings. Children interact well with staff and benefit from the time spent playing together. For example, children exchange smiles and laugh while taking part in drawing activities.
- Staff provide a welcoming and friendly environment. Parents are warmly greeted and are actively encouraged to spend time at the setting.
- Managers have made good improvements since the last inspection to strengthen children's play experiences. For instance, staff provide a wealth of opportunities to broaden children's imaginative skills.

### It is not yet outstanding because:

- On occasion, children's independence is not supported, in particular at snack times.

## What the setting needs to do to improve further

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

- enhance opportunities for supporting children's independence.

### Inspection activities

- The inspector observed the range of activities and resources on offer to support children's play and interests.
- The inspector had discussions with management and staff, and observed their interactions with children.
- The inspector sampled documents, and observed records in relation to staff's suitability checks.

**Inspector**  
Shawleene Campbell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff demonstrate a good understanding of their role and responsibilities to act on any child protection concerns. There are robust recruitment procedures to ensure children are safe and cared for by suitable adults. Staff are vigilant about children's welfare at all times. For example, a buddy system is in place to help new children become familiar with their new surroundings, and daily risk assessments are undertaken. Relevant documentation required for the safe and effective management of the setting is well maintained to support children's well-being. Staff work well as a team, and they have a good understanding of the roles to support children's care and learning. Staff receive ongoing support through supervision, appraisals and training to support their professional development.

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

Staff provide an environment that allows children to access a range of activities that helps them act out real-life scenarios. For instance, children benefit from playing with the doll's house and kitchen. Children learn about their own cultures and beliefs, and those of others, to support their understanding of similarities and differences. For example, children have access to a good range of resources that depicts positive images. Children develop good language and communication skills. For example, staff use effective questioning techniques while children take part in activities to extend their vocabulary. Children learn how to use numbers in everyday situations, and enjoy a broad range of practical activities to enhance their early mathematical skills. For example, they take part in board games and use technology equipment to access number games.

### Personal development, behaviour and welfare are good

Children take part in regular physical activities to support their good health. For example they use a range of outdoor fixed equipment to develop their larger movements. Children develop good coordination skills, and use small tools with increasing control. Staff help children learn to take responsibility for keeping themselves safe. For instance, they gently remind children why they should not run in the hall when their shoes are off. Older and younger children play well together. Children behave well and staff demonstrate a good understanding of managing children's behaviour to help children learn right from wrong.

## Setting details

<b>Unique reference number</b>	EY292816
<b>Local authority</b>	Barking and Dagenham
<b>Inspection number</b>	10061364
<b>Type of provision</b>	Out-of-school 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>	4 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	2
<b>Name of registered person</b>	Angel House Nursery Limited
<b>Registered person unique reference number</b>	RP535410
<b>Date of previous inspection</b>	15 December 2015
<b>Telephone number</b>	0208 270 4622

Bright Futures out-of-school care registered in 2004. It is situated in Dagenham, in the London Borough of Barking and Dagenham. The setting is open from 7.30am to 9am and from 3pm to 6pm from Monday to Friday, term time only. The provider employs six members of staff, five of whom hold relevant qualifications.

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