

Inspection of Bright Skies

R C A T Rother Valley Campus, Doe Quarry Lane, Dinnington, Sheffield S25 2NF

Inspection date: 29 January 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are offered an inspiring range of activities. Staff capture their interest from the moment they start the day and help them develop a positive attitude to learning. For instance, babies are keen to handle the many natural objects, textiles and small toys linked to their farm-themed play. Children create imaginative physical activities. For instance, they 'direct the traffic' and meander round tyres and blocks on a range of push or pedal vehicles. This contributes to their ability to assess risks and play safely. Staff have high expectations for all children to achieve their full potential. They promptly identify gaps in children's learning and skilfully plan experiences that ensure they achieve their best. Consequently, children are extremely well prepared for their later education, including starting school. Children behave very well. They are polite, attentive and take pride in looking after resources and each other. Staff successfully help children to recognise and explain their feelings and emotions and to improve their own behaviour. They form strong bonds with children and their families. Parents highly recommend the nursery. They typically comment that their children go home extremely happy and full of enthusiasm about the day's activities.

What does the early years setting do well and what does it need to do better?

- The experienced and very well-qualified managers provide direct and purposeful leadership. Their warm manner and excellent knowledge of children's development underpin staff's confidence and sense of purpose. The managers make effective use of staff's and parents' views and external reviews by other professionals to share best practice. They make sure staff take full advantage of training opportunities to sustain high standards. For example, the staff have fully embedded recent developments to assessment and planning procedures which are allowing even higher standards of learning.
- Staff provide extremely well-considered support to children with special educational needs and/or disabilities (SEND). They work very closely with other professionals such as occupational therapists, physiotherapists and educational psychologists. Staff prepare detailed individual learning and healthcare plans which successfully help children build the key skills for future learning. Staff make very good use of any additional funding. Their close work with parents builds children's confidence and sense of well-being.
- Children's independence is strongly promoted through all areas of their learning. They take pride in putting on their own coats and shoes as they prepare for outdoor play. They move quickly from individual play to group activities, and take pride in tidying and organising their resources.
- Staff encourage children to create imaginative games and mix resources. For example, children use the giant doll's house to retell the story of 'The Three Little Pigs' using soft toys, puppets and many other resources.

- Children behave very well. Staff are very positive role models. They are constantly cheery, gentle and courteous towards all children. Children respond in kind and are confident, polite and curious. Staff focus strongly on ensuring all children, including those with SEND, develop curiosity and determination in play and learning.
- Children's communication and speaking skills are richly developed. Staff help babies to express their feelings and preferences. For instance, they consistently smile, look the babies in the eye and talk gently and clearly. They repeat the sounds babies utter and develop them into words and phrases. Staff take every opportunity to model and enhance children's vocabulary. Older children make excellent progress in recognising the initial letter sounds for many objects and writing their name and sometimes short sentences.
- Staff consistently promote children's mathematical development and make learning thoroughly enjoyable. For example, children learn to count at every opportunity. For instance, children throw bean bags onto a large number line to hit 'one more than' or 'one less than'. They learn to count confidently and accurately to well beyond 20 when they complete the register at the start of the day.
- Children enjoy nutritious and healthy meals and snacks. They develop excellent levels of independence, for instance, in choosing their food and feeding themselves. Older children confidently see to their own self-care and toileting needs.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure all staff have an up-to-date knowledge of child protection procedures. Staff regularly complete advanced training and receive frequent feedback on any changes to local safeguarding procedures. Managers and staff have a strong understanding of potential wider concerns such as the influence of extremist views, human trafficking and modern slavery. They are very aware of any local concerns that may arise. Staff are rigorous in making sure children play in a clean, safe and secure environment. Children are very good at keeping their own play areas tidy and safe.

Setting details

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| Unique reference number | 303264 |
| Local authority | Rotherham |
| Inspection number | 10131552 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 to 4 |
| Total number of places | 53 |
| Number of children on roll | 97 |
| Name of registered person | The Corporation of Rotherham College of Arts and Technology Governing Body |
| Registered person unique reference number | RP521720 |
| Telephone number | 01909 559299 |
| Date of previous inspection | 16 February 2016 |

Information about this early years setting

Bright Skies registered in 1992. It operates from the Dinnington campus of Rotherham College of Arts and Technology. The nursery employs 19 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above, including nine at level 3, three at level 6 and one with early years professional status. 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.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The inspector and managers completed a learning walk of the nursery. They discussed the curriculum, organisation and resources for supporting children's learning and development.
- A joint observation of an activity was completed by the inspector and the managers. They discussed the impact of staff's interaction on children's learning and participation.
- The inspector spoke to staff and children at appropriate times during the inspection.
- A range of documents was reviewed by the inspector, including evidence of the staff's suitability to work with children.
- The inspector spoke to parents and also took account of their written views received as feedback for the inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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