

# Inspection of Bright Futures Nursery School

AG6, Alder Grange Technology Community School, Calder Road, Rawtenstall,  
Lancashire BB4 8HW

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Inspection date: 24 February 2020

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children eagerly enter the nursery in the morning and are excited to see staff and meet with their friends. Babies immediately seek out their key person and hold their hands out to express that they would like to go to them. Children's emotional well-being and security are at the heart of the provision. Staff have a deep understanding of children's individual needs. They do all they can to create a sense of security so that children are settled and happy. Children are engrossed in play, showing high levels of independence and engagement. The staff team is well qualified and passionate about offering the highest levels of care and education to children. The manager discusses that the prime focus is to 'teach children skills, rather than things'.

Children's behaviour is exemplary. Staff promote positive behaviour exceptionally well and use strategies which have a significant impact on children's emotional resilience. Children listen carefully to adults, independently help younger children and build a strong sense of their own feelings and emotions. For example, children in the pre-school room use a fabric tepee in the corner as a thinking space. Children comment, 'We go in here to be calm.' Staff have the highest expectations for every child. Children understand safety rules as they use real tools in forest school sessions and show empathy as they care for the nursery rabbits. The whole nursery is a hub of activity where children demonstrate a thirst for learning.

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

- The leadership team is visionary and continually strives to meet the needs of all children. Leaders foster a culture of reflective practice and self-evaluation among the staff team. For example, staff observe one another on film and critique each other's practice. Staff work extremely well together as a team, sharing the same vision for the nursery. Leaders show great integrity in supporting their staff team. A mental health first aider is in place to support staff and their well-being. Training is extremely targeted to meet the needs of children and to improve teaching.
- All staff are extremely skilful, sharing their passion and enthusiasm to engage with children. Children's communication and language are promoted at all times. Babies giggle in anticipation as they explore painting on paper while staff sing to them. Toddlers observe flowers which have been frozen inside blocks of ice, and identify colours and shapes. Pre-school children make skeletons and start to consider rhyme and alliteration. For example, they make names for every bone in the body such as 'Elvis the pelvis' and 'Lemur the femur'. Staff are excellent teachers and present learning which captures children's imagination.
- Care practices are superb. For example, children who become sick at the nursery are cared for by a loving adult who provides cuddles and reassurance

until parents arrive. Staff understand that every child is unique, and therefore tailor their care as much as possible. Children with special educational needs/and or disabilities are cared for by knowledgeable practitioners. They attend regular training and carefully consider strategies to help all children to develop and acquire new skills.

- Highly successful partnerships are in place with parents and their views are actively sought and acted upon. Parents are fully engaged in children's assessments and learning. For example, the nursery has recently held the 'Great Nursery Bake Off' where parents came into the nursery to bake with their children. A children's library has been developed to promote reading stories to children at bedtime. Parents are extremely complimentary. They state, 'The staff are brilliant' and 'It's the best decision I ever made.'
- Meaningful partnerships have been forged with a wide range of other professionals. For example, staff hold information evenings for parents and invite teachers in from local schools so that they can talk about school readiness with parents. Staff work in partnership with third carers, such as childminders, and share information about children's development. The manager offers the opportunity for other settings to look around the nursery and share good practice.
- Children learn about the wider world and the local community. For example, parents are invited in to make Bengali yogurt and samosas with children. This enables children to explore different tastes and appreciate diversity. Children begin to explore healthy lifestyles. They access activities at forest school, such as climbing, which promotes their physical development. Staff teach children about personal safety. For example, they talk with children about using knives as they help prepare snack.

## Safeguarding

The arrangements for safeguarding are effective.

All staff place children's safety and welfare at the centre of their practice. They attend regular safeguarding training and continually refresh their knowledge through discussion and staff meetings. Staff understand their professional responsibility and duty of care to children. They understand many aspects of safeguarding, including the 'Prevent' duty and what to do if they are concerned about the practice of another member of staff. Leaders are diligent when recruiting new members of staff. For example, they always ensure that they telephone referees on references to ensure that references are genuine. Staff talk to children about internet safety and the importance of talking with an adult if they see something on the internet which worries them.

## Setting details

<b>Unique reference number</b>	EY448711
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10109834
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Bright Futures Nursery School Limited
<b>Registered person unique reference number</b>	RP909258
<b>Telephone number</b>	01706508791
<b>Date of previous inspection</b>	1 February 2013

## Information about this early years setting

Bright Futures Nursery School registered in 2012. The nursery employs 23 members of childcare staff. Of these, 18 hold early years qualifications from level 3 to 6, one of whom also has early years teacher status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions.

## Information about this inspection

**Inspector**  
Elisia Lee

## Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning and development.
- The inspector spoke with children, staff, parents, the management team and two directors during the inspection.
- As part of deeper discussion, the inspector spoke with the management team on the design of the curriculum and how it is implemented. A joint observation of teaching was completed with the manager.
- A meeting with the senior management team was held. The inspector looked at documentation, including processes of assessment, a sample of policies and procedures, and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and looked at written comments to take account of their views.
- Discussions with staff were held. The inspector asked about how well the management team considers their well-being and supports them in their roles.

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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