

Inspection of Bright Futures Day Nursery

Edmondson Street, Barnoldswick, Yorkshire BB18 5EY

Inspection date: 20 May 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are full of excitement as they arrive at this nurturing setting. They hold their parents' hands, eagerly pulling them towards the entrance. Children who are anxious are immediately reassured as they see their key adults. They run towards them and jump up into their arms. Children have formed positive relationships with the adults who care for them.

Children enjoy developing their physical skills in the well-resourced indoor and outdoor environments. Babies gain confidence with walking as adults encourage them to take steps towards the things that interest them. Children enjoy dipping vegetables in the paint to make marks on the paper. They recall how they swing from trees during their regular trips to the forest. Children's physical skills are developing well.

Staff have high expectations of children's behaviour. Children follow adults' instructions and respond positively to the rules and routines. They calmly line up to wash their hands and sing songs as they wait patiently for their dinner to be served. Children show care and consideration for their friends. For example, babies help each other to pick things up when they fall on the floor. Children are developing their understanding of how their behaviour has an impact on others.

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

- Staff provide a broad range of experiences that excite children and promote communication. For example, children enthusiastically describe the moment they saw the chick's beak appear as the egg cracked open. They carefully hold the chicks in their hands and say, 'His wings are flapping, he is trying to fly'. Babies pay close attention to the water outside and listen intently as staff introduce the words 'dripping' and 'cold'. These experiences support children's language development.
- Children enjoy exploring books. They recall previous stories they have read and talk about their favourite characters. Children happily select books from the lending library to share with their families at home. This supports children to develop a love of reading.
- Staff teach children early mathematical concepts through carefully planned activities. For example, staff use a card matching game to help children to recognise numbers and count accurately. Children's mathematical knowledge is developing well.
- Parents are extremely positive about the quality of the care and education provided by the nursery. They particularly value the focus that the nursery placed on supporting children's social and emotional needs following the COVID-19 pandemic. Parents feel that staff know their children well and are confident

that they are happy and safe.

- The nursery provides children with a broad range of healthy foods. Children with allergies or other dietary requirements are catered for to ensure that their personal needs are met. Staff encourage children to try new foods and teach them about the importance of eating vegetables. Children are developing their understanding of a healthy diet.
- Leaders support staff to undertake their roles and to manage their workload. They ensure that staff can access the help they need. Staff morale is high and their well-being is actively promoted.
- Leaders ensure that staff build on their knowledge through accessing regular training. However, coaching and mentoring does not focus enough on what staff need to do to improve the quality of their teaching, particularly for less-experienced staff. This means that not all staff are confident to adapt their teaching to enhance the quality of the learning experiences for children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure understanding of their responsibilities to keep children safe. They know the signs that might lead them to be concerned about a child's welfare and how to report these concerns. The manager has robust risk assessments in place and ensures that the indoor and outdoor environments are safe and secure. Children are carefully supervised by the staff as they play.

What does the setting need to do to improve?

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

- strengthen coaching and mentoring, so that all staff are clear about how to adapt their teaching to enhance the quality of the learning experiences for children.

Setting details

Unique reference number	2532533
Local authority	Lancashire
Inspection number	10208505
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	100
Number of children on roll	96
Name of registered person	Bright Futures (2003) Ltd
Registered person unique reference number	RP903532
Telephone number	07834375561
Date of previous inspection	Not applicable

Information about this early years setting

Bright Futures Day Nursery was registered in 2019. It is located in Barnoldswick, Lancashire. It operates Monday to Friday from 7am to 6pm all year round. The provider employs 16 members of childcare staff. Of these, one holds a childcare qualification at level 6, one holds level 5, nine hold level 3 and four hold level 2. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Liz Dayton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children and the impact of these on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector looked at relevant documentation, including checking the suitability of the staff.
- Staff spoke to the inspector during the inspection.
- Parents shared their views of the setting with the inspector.
- The manager and the inspector carried out a joint observation of a group activity.
- Children spoke to the inspector during 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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