

Inspection of Bright Eyes Nursery

Bethel Apostolic Church, 48 Mount Pleasant Road, Luton, Bedfordshire LU3 2RR

Inspection date:

16 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children enjoy coming to the nursery. They separate from parents with ease and quickly settle into their day. Staff are attentive to children. When children require additional reassurance, staff are quick to support. This ensures that children feel safe and secure. Children are confident and demonstrate this when interacting with visitors. They watch for their familiar adults, knowing they are close by if needed.

Children enjoy the company of their friends. They actively seek each other out to play with. Older and younger children mix well together in the main room. There is a large array of resources available to children and they enjoy exploring these. However, the quality of education is variable. Staff's interactions with children are inconsistent across the nursery. This has an impact on the amount of progress children make.

Babies have access to a range of activities. They are at differing heights to support their physical development. The large open space provides room for those babies who are crawling. They explore the whole room and select what they would like to play with. Some staff narrate the day-to-day activities for babies. This helps to promote babies' language development. However, this is not consistent for all children.

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

- The manager has a good understanding of her curriculum intent for the nursery. However, staff do not implement this curriculum effectively. Interactions between staff and children are not always inspiring or offer challenge to children. For example, when children are exploring new resources, staff do not allow children time to support and create their own ideas and imagination. Staff recognise children's interest in the activity. That said, they lack the skills to further children's cognitive development.
- Children develop a love of books. Using a book of the month, staff bring alive stories, such as 'The Three Little Pigs'. Children explore hay, string and bricks to create houses. Staff attempt to adapt the activities to support younger children. However, staff lack the skills to keep the younger children engaged and they become distracted very easily.
- Children enjoy making play dough each day. They choose if they would like to help make it and quickly become immersed in the activity. Some staff introduce new words, such as 'scoop', 'full' and 'empty', to help children to develop a wider vocabulary. However, children do not consistently benefit from good support to help them develop their communication skills. Sometimes, staff do not spend enough time interacting and talking to children to ensure they hear a rich variety of words.

- Staff support children to learn to share. They explain why they must share and offer alternatives while children wait. Therefore, on the whole children share well.
- Partnerships with parents are strong. Parents delight in explaining how happy their children are and how well developed the relationships are with staff. They find staff approachable and friendly. Parents are aware of the next steps in their children's learning and know how to use the online platform to find information about these.
- Children develop healthy lifestyles. They independently wash their hands regularly. The nursery provides nutritious meals, and staff support those who bring a packed lunch to ensure the food is healthy. Children have regular access to water. Children use the garden area each day. If weather does not allow, children can take part in large physical movement play inside. This helps to support children's physical development.
- Staff say that they feel well supported by the manager and they work well together as a team. Recent staffing changes have meant that the number of qualified staff has reduced. This has had an impact on the quality of teaching. However, the manager and her team are working with the local authority and other settings to review their practice and to strengthen the learning environment.
- The manager completes regular individual staff meetings. That said, not enough is done to develop staff's teaching skills to improve the quality of education. The manager uses team meetings to discuss training. She and her team are committed to making changes to ensure all children make good progress while at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear knowledge of the signs and symptoms of abuse and know where to report any concerns they may have about a child. They are aware of where to report any concerns about a colleague, and the manager understands her responsibility to manage allegations against members of staff. Wider issues in society, such as the 'Prevent' duty guidance and county lines, are discussed at training to ensure staff have knowledge of these issues. The manager completes regular in-house training to keep staff's knowledge up to date. The manager monitors the ongoing suitability of all staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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develop the curriculum to ensure that it clearly identifies what it is that all children need to learn, how this reflects their individual needs and offers appropriate challenge, to help them make at least good progress	20/09/2022
ensure that children have rich opportunities to develop their communication and language skills so that the development of their spoken language firmly underpins all seven areas of learning	20/09/2022
focus professional development plans on improving staff's teaching skills that help them to support children in building on what they already know and can do.	20/09/2022

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

- improve the monitoring of staff's practice to develop their knowledge and understanding of how children learn so that all children benefit from consistently good-quality learning experiences.

Setting details

Unique reference number	2570073
Local authority	Luton
Inspection number	10239334
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	0 to 4
Total number of places	30
Number of children on roll	40
Name of registered person	Bright Eyes Nursery Ltd
Registered person unique reference number	2570072
Telephone number	07483 133709
Date of previous inspection	Not applicable

Information about this early years setting

Bright Eyes Nursery registered in 2020. The nursery operates Monday to Friday, from 7.30am until 6pm, for 47 weeks of the year. The nursery closes on bank holidays and at Christmas, Easter and for a week during August. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Lisa Smith

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 manager completed a learning walk with the inspector of all the areas of the nursery and discussed their curriculum and what they want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- A joint observation was completed between the manager and the inspector.
- The inspector spoke with parents throughout the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff.

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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