

# Inspection of Bright Eyes in St Blazey

The Burrows Centre Ltd, Lamellyn Road, Par PL24 2DD

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Inspection date: 30 September 2022

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

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

### **The provision is good**

Children are well cared for by a kind, caring and attentive staff team. Staff focus on supporting children to develop secure bonds with their key person. This helps children to feel comfortable and reassured when needed. Parents are aware of their children's key person and acknowledge the strong attachments which their children have with them.

Children benefit from a well-designed curriculum to support their communication and language development. For example, staff introduce words such as 'scoop' and 'mix' when toddlers investigate mixing. Babies develop speaking and listening skills as they explore different songs. For example, they self-select a picture card of a nursery rhyme to sing and are delighted when the staff then start to sing the song. Babies engage, smile and laugh as they sing each song. This helps to build on their early literacy development.

Children develop good levels of independence from a young age at the nursery. For example, all children learn the importance of good hygiene by washing their hands before meals. Children help to pour their own drinks throughout the day. Pre-school children are encouraged to clean away their empty plates. This helps children to develop a sense of responsibility.

Children have a positive attitude towards learning and enjoy exploring and experimenting. They work together to solve problems, for example, they help each other to balance the bricks. Children develop positive relationships with one another and because their emotional well-being is supported, they feel safe and secure.

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

- Leaders have established a broad and interesting curriculum overall that responds to children's needs, supports their independence and prepares them for their move to school. Children engage in a range of interesting play experiences with support from staff.
- Staff monitor children's progress from their starting points. They quickly identify any children who are at risk of falling behind in their development. Staff ensure that children, including those with special educational needs and/or disabilities, receive the early help and support that they need. Additional funding is used exceptionally well to close any gaps in children's learning. For example, the new climbing frame is helping to develop children's physical development skills, and the sensory lights are helping to stimulate children's senses.
- Staff have a very good knowledge of children's abilities and next steps in their learning. The manager and staff use assessment well to support individual

children's next steps. This helps to ensure that children receive the relevant help and support they need. However, on occasion, staff do not use their detailed knowledge about each child to plan highly challenging activities to help them build on previously acquired knowledge. For instance, some planning of activities tends to focus more on the children's interests rather than building on what they already know. This means that not all children are consistently challenged in their learning.

- Children regularly share books with staff and each other. Young children give books to staff and are confident that they will be read to. Staff in the baby room sing rhymes and talk to babies frequently. When children are learning to speak, staff ensure that they speak clearly and maintain eye contact. All children have a drive to communicate and make progress with their speaking and listening.
- Overall, staff plan nursery routines to support children's learning. However, at times, these routines are not consistent for all children and expectations are not clear enough. For instance, older children are encouraged to sit down on the carpet at the start of the day to take the register and sing songs. Some children continue to play with the toys and are not encouraged by staff to join the rest of the group. This does not help children to engage more fully and extend their learning even further.
- Children have plenty of opportunities to develop their physical skills. They learn to use scissors with confidence and explore a range of art and craft materials that develop their muscles in readiness for later writing. Children climb, balance and enjoy plenty of outdoor play in all weathers.
- The manager spends time in each room and is attentive to the development needs of the nursery. She has a clear vision for the nursery's future. She observes staff interactions with children and uses her findings to enhance staff development. She provides staff with purposeful feedback, encouraging them to become reflective practitioners. Staff are keen to access training courses to support and develop their practice.
- Parents speak very highly of the staff team. They confirm that they are provided with clear information about their children, including their achievements. Parents comment that they have benefited from the 'lending library' scheme that was introduced at the setting.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a very good understanding of safeguarding. Staff implement clear safety measures, indoors and outdoors, to ensure children are kept safe. Staff complete relevant training to ensure that their knowledge of safeguarding and child protection is current and up to date. Staff are aware of the signs and indicators of when a child may be at risk of harm. They know how to record their concerns and who to report them to. The manager ensures that all the required safety checks are completed to make sure that all staff working with children are suitable to do so.

## **What does the setting need to do to improve?**

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

- review and adapt routines in the pre-school room to help children engage in their play and learning to the highest levels and ensure that expectations of routines are consistent for all children
- support staff in the pre-school room to use their excellent knowledge of each child's capabilities to devise a highly ambitious curriculum that challenges children's learning and further deepens their understanding of what they already know.

## Setting details

<b>Unique reference number</b>	2606469
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10251697
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Bright Eyes Childcare Limited
<b>Registered person unique reference number</b>	RP537871
<b>Telephone number</b>	07791986451
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Eyes in St Blazey registered in 2020. It is situated in St Blazey, St. Austell, Cornwall. It opens from 8am to 6pm, Monday to Friday, all year round. The nursery receives early years funding for two-, three- and four-year-old children. There are 13 staff. Of these, nine staff hold relevant qualifications at level 3, and one staff holds relevant qualifications in early years and childcare at level 2. There are two apprentices working towards level 2 and one staff member holds a qualified teacher status.

## Information about this inspection

### Inspector

Stephanie Ayres

## 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 viewed the nursery and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together.
- The manager and the inspector carried out joint observations to assess the quality of the education provided.
- Parents spoke to the inspector about their children's experiences at the nursery.
- A meeting was held with the manager to discuss their leadership and management of the nursery.
- The inspector spoke to staff members about the curriculum they provide.

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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