

# Inspection of Bright Eyes Day Nursery - Cheltenham

Knapp Villa, 6 Knapp Road, Cheltenham, Gloucestershire GL50 3QQ

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Inspection date: 31 March 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Music, song and rhyme provide children with rich opportunities to build on their vocabulary at this setting. Older children, accompanied by staff on the ukulele, sing along to nursery rhymes, action songs and current pop songs. They excitedly choose from the song book and clap their hands with glee as the song begins. Children sing with joy, enthusiasm and self-confidence. They remain fully engaged and highly motivated in their learning. Younger children sing well-known nursery rhymes and move their bodies in time with the music. Staff weave the teaching of mathematics into these everyday activities. For example, as children sing and dance, they count their actions to reinforce learning.

Babies and young children make warm, secure attachments with staff, who are very responsive to their needs. Babies snuggle up for cuddles in a calm, well-ordered environment. Staff support their emerging language skills well. For example, while playing with rice they model descriptive words, saying, 'Sprinkle, sprinkle.' Younger children watch as staff let rice trickle through their fingers. They then mimic staff, repeating the words they hear and copying the actions. Staff give children plenty of time to respond. Babies babble and play quietly as they explore what is in front of them.

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

- Staff provide a calm and engaging environment that responds to children's interests. Staff know children very well and use their knowledge of children's learning needs to prepare interesting activities. Leaders and staff share what they want children to learn. They can explain why this is important and how they will support children to build on what they already know.
- Children behave well at the setting. Staff support older children's understanding of turn-taking. They use timers and gentle reminders of the behavioural expectations in the room. However, staff do not consistently support children to understand their feelings and manage their emotions. This means that children do not always have the vocabulary to express how they feel and understand that their behaviour has impacts on others.
- Children learn about their local community during regular walks and by attending local events. For example, they walk to the library and go on trips to the local theatre. Staff support children to learn about the world around them. They celebrate a wide variety of cultural and religious events. For example, children made fortune cookies and spring rolls with the resident chef to celebrate Lunar New Year.
- Leaders are highly reflective and evaluate their provision effectively. Staff well-being is a priority for the leadership team. Staff share how much they enjoy coming to work. They work together harmoniously. This contributes to children's

understanding of mutual respect and teamwork.

- Partnerships are very effective at this setting. Parents' comments are extremely positive. Staff share children's learning for parents to continue at home and respond to parents' ideas. Children settle extremely quickly because of the two-way flow of information. Leaders work in partnership with parents, external professionals and the local authority to support children with special educational needs and/or disabilities.
- Staff quickly respond to children's interests. For example, while previously walking to the local park, children commented on the daffodils growing in the verge. Staff then planned an activity that used daffodils as the basis of their learning. However, on occasions, staff step in too quickly. The older and most able children are not consistently given the time to find things out for themselves and learn from their mistakes.
- Younger children make good progress with their communication and language. Staff model words while demonstrating what they are doing to build on children's vocabulary. Staff have completed additional training to develop their skills on how to support children's emerging language.
- Children use cutlery to serve their food into small bowls at lunchtime. They pour their own drinks and tidy away plates and cups after their meal. Staff regularly support children's understanding of healthy living. For example, they grow fruit and vegetables together and talk about healthy choices. Staff support children's differing dietary needs and allergies very well.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are confident about their duty of care to safeguard children. They ensure that staff receive ongoing training and know how to report and record any safeguarding concerns they may have. All staff understand the setting's whistle-blowing policy. A robust recruitment and induction procedure is in place to ensure that staff are suitable to work with children. Leaders are clear on how they would manage any allegations against a member of their team. Leaders have recently completed the local authority safeguarding audit. They use this as a basis to reflect on their practice.

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

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

- support older children further to name their feelings, manage their emotions and learn that their actions can have impacts on others
- develop further the quality of teaching so that older children have more opportunities to find things out for themselves, learn from their mistakes and develop their problem-solving skills.

## Setting details

<b>Unique reference number</b>	101879
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10279859
<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 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Bright Eyes Day Nursery Limited
<b>Registered person unique reference number</b>	RP906086
<b>Telephone number</b>	01242 702772
<b>Date of previous inspection</b>	26 September 2017

## Information about this early years setting

Bright Eyes Day Nursery registered in 2000 and operates from the centre of Cheltenham town. The nursery opens from 8am to 6pm, Monday to Friday, all year round. The nursery receives funding for the provision of early education for children aged two, three and four years. There are eight members of staff, five of whom hold appropriate early years qualifications at level 3. Two managers are employed on a job-share basis, one of whom holds qualified teacher status and the other an appropriate level 3 qualification in early years education.

## Information about this inspection

### Inspector

Gwyneth Keen

## 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 leaders and has taken that into account in their evaluation of the provision.
- The leaders and inspector completed a learning walk together, and leaders shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity in the pre-school room.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.

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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