

# Inspection of Bright Futures (2003) Ltd

Goodshaw Avenue, ROSSENDALE, Lancashire BB4 8BY

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Inspection date: 24 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Outstanding

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

### **The provision is good**

Children of all ages have built strong bonds with their key person. They are given care and attention as they arrive at nursery and are supported to settle quickly. Babies enjoy loving cuddles and positive interactions with the staff. They initiate games as they hide their faces and giggle as the staff say 'boo'. Children are keen to share their achievements with staff and receive an abundance of praise. Children feel safe and secure.

Children develop a sense of awe and wonder of the world around them. Babies gaze at their reflection in mirrors and shake instruments to explore the sounds that they make. Older children jump up and down in excitement as they express their joy at seeing a large cement mixer drive past. They talk about where they would like to build a house for a worm using the sticks that they have collected. Children are developing positive attitudes to learning.

Children access a wide range of experiences which help to broaden their knowledge and skills. Children enthusiastically join in with activities provided by a dance teacher and talk about the regular outings they go on to the woods. Children of all ages confidently explore the resources that are available and use these to extend their play ideas. All children are making good progress in their learning and development.

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

- Leaders provide staff with supervision, training and feedback that supports them to improve the quality of their practice. They focus professional development opportunities to target identified areas of development. This helps to ensure that the overall quality of education continually improves over time.
- Leaders have recently put in place a new curriculum. This focuses on gathering information about children's interests and using this to plan purposeful learning experiences. Staff have received training and support in this new approach to their practice. However, at times, staff do not use what they know about children's interests and next steps in their teaching. This means that there are minor inconsistencies in the implementation of leaders' intended curriculum.
- Staff immerse children in early literacy experiences. They use many opportunities throughout the day to engage children in storytelling. For example, staff read aloud to toddlers as their lunch is being served, and older children act out familiar stories. Children's communication, language and literacy skills are prioritised and supported well.
- Children's mathematical development is promoted. Staff use their interactions with children to introduce a range of mathematical vocabulary in relation to size, shape and quantity. Children demonstrate that they understand these concepts

as they use the vocabulary in their play. Children confidently count the 'tall' sticks they have found and identify who has collected the most. Children are making good progress in their mathematical skills.

- Staff promote equality and celebrate the uniqueness of the children and families who attend. They take time to talk to children about events and celebrations that they have experienced at home. Older children share with staff their excitement about an upcoming holiday. Babies smile as staff talk about a recent religious celebration that they enjoyed. Parents describe the nursery as being 'inclusive and loving'. Children are beginning to understand and appreciate the diverse world in which they live.
- Staff support children to develop their physical skills and to take appropriate risks in their play. Babies quickly gain confidence in learning to stand and walk. They benefit from indoor and outdoor areas that specifically target their age and stage of physical development. Older children skilfully run down hills and balance and climb outside. Children are developing their confidence and physical skills.
- Leaders have put in place a range of procedures to support the smooth running of the nursery and to meet the needs of all children. Overall, staff understand these procedures and ensure that they are embedded in their practice. However, at times, staff are not always confident to implement these procedures consistently. For example, occasionally, staff do not ensure that the nursery's thorough handwashing procedures have been followed by all children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that the premises are safe and secure. They assess the ongoing suitability of the premises and resources. Leaders respond where needed and make adaptations to ensure that children play in a safe environment. Leaders ensure that children are adequately supervised. Staff have a secure understanding of safeguarding. They recognise the signs that may indicate children are at risk of abuse. Staff know the actions to take if they have concerns about children's welfare or about the conduct of a colleague.

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

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

- embed the implementation of the curriculum so that children make the highest levels of progress
- further develop staff's confidence in implementing the nursery's procedures consistently.

## Setting details

<b>Unique reference number</b>	EY488471
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10286168
<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>	71
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Bright Futures (2003) Ltd
<b>Registered person unique reference number</b>	RP903532
<b>Telephone number</b>	01706 559400
<b>Date of previous inspection</b>	12 September 2018

## Information about this early years setting

Bright Futures (2003) Ltd registered in 2015. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 and above, including one with early years professional status and one with early years teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6.30pm. The nursery 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 nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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