

# Inspection of Bright Futures Day Nursery

Bright Futures Day Nursery, Swallow Lane, Carrbrook, Stalybridge, Cheshire SK15  
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Inspection date: 19 May 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**

Children eagerly enter this nursery and greet their friends and staff with big smiles and hugs. Children settle quickly into activities. Babies are delighted as they look for objects hidden in sand, glitter and jelly. When children announce that they have found a toy boat, staff quickly respond and add, 'You found a boat, it's a big, blue boat.' Babies hear new words, which helps them to develop their language. Outside, children have a wonderful time. They use large spades to dig and work together to fill a wheelbarrow with stones. Children are developing their social skills. They are thrilled to find a snail in the garden. Staff support children to find other insects and to think about where they might be hiding. Children remember that they have previously found spiders under stones and logs. They are curious as they peek under logs and find lots of insects. Children are building on past learning as they recall activities. They are developing a knowledge of nature as they explore in the garden.

Managers and staff want children to do well. Children are happy. They are generally involved in activities and concentrate well. On occasions, children find it difficult to follow the routine, take turns and share. Staff sensitively remind children to take turns. They model good behaviour and encourage children to use their 'kind hands'. Staff are well deployed to ensure that children are safe. Children generally respond well and their behaviour improves.

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

- Managers are developing a stable team after several staff changes. They support staff to understand their vision for inclusive high-quality care and education. For example, a robust induction gives new staff knowledge of the nursery's values, aims and procedures. Supervision and role modelling from senior staff are offered to demonstrate good practice. The quality of teaching is good.
- Managers and staff know children well. They carefully consider the current cohort of children, adapting the routine and environment to meet their needs. Staff work with the special educational needs coordinator to develop specific plans to support children with special educational needs and/or disabilities (SEND). Children, including those with SEND, make good progress.
- A daily routine is in place. Sometimes, strategies are used to help children know when it is time for a transition in the routine. However, occasionally, during transitions, children wander and do not listen. At these times, children are not focused on learning, and their behaviour can become more difficult for staff to manage.
- The nursery engages children in activities to help them to manage their behaviour. For example, activities are planned to focus on sharing and taking turns. Children generally behave well. Where there are disagreements, staff are

on hand to help children. Staff do not consistently help children to think about how their behaviour makes them and others feel. This can make it harder for children to consistently regulate their behaviour.

- Staff teach children the correct words to build their vocabulary. For example, a child pointed to an octopus and the member of staff said, 'An octopus, I can see its tentacles.' Children learn the correct words as they develop new language.
- Outdoor experiences are good. The outdoor area gives children opportunity to develop their large-muscle skills as they balance, dig, climb and jump. Children weave around markers on the floor, which helps to develop their spatial awareness. Children carefully use the steps to the garden area. They wait their turn well. Staff supervise children, and children learn to use steps safely.
- Children develop independence. They choose where to sit at lunchtime and develop self-care skills, such as feeding themselves and handwashing. This supports children's readiness for school and helps them to be confident.
- Overall, hygiene routines are in place. However, children and staff do not always consistently follow these. For example, children are not consistently encouraged to wash their hands after wiping their nose. This poses a risk of cross-infection.
- Partnerships with parents are good. Staff regularly share ideas and activities for parents to support their child's learning at home. Parents feel well informed about their children's progress. This helps children to benefit from consistency of care between the nursery and home.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff know their responsibilities in relation to keeping children safe from harm. They can recognise the signs and symptoms of abuse and know what to do if they are concerned about a child's welfare. Training is regularly updated so that staff's knowledge is current. Staff are well deployed to make sure that children are supervised at all times. Staff regularly receive paediatric first-aid training and know what they should do in the case of an emergency.

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

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

- consider strategies carefully that can make transition times calm so that children remain engaged and behave well
- encourage children to consider how their behaviour makes themselves and others feel, to help children understand how their behaviour can affect others
- think about hygiene routines, such as regular handwashing following nose blowing, to avoid cross-infection.

## Setting details

<b>Unique reference number</b>	EY265349
<b>Local authority</b>	Tameside
<b>Inspection number</b>	10285711
<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 11
<b>Total number of places</b>	90
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Bright Futures Day Nursery Limited
<b>Registered person unique reference number</b>	RP521520
<b>Telephone number</b>	01457 836552
<b>Date of previous inspection</b>	16 October 2017

## Information about this early years setting

Bright Futures Day Nursery registered in 2004. It employs 15 members of staff. Of these, one holds an appropriate early years qualification at level 5, nine hold qualifications at level 3, and two hold qualifications at level 2. The nursery is open from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 7.30am to 6pm with extended hours on request of 7am to 7pm. Out-of-school sessions are from 7.30am to 8.45am and 3.15pm to 6pm with extended hours on request of 7am and 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Richards

## 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 provider and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children and parents and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- 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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