

Inspection of Bright Futures Early Learning - Bacup Centre

Futures Park, Bacup, Lancashire OL13 0BB

Inspection date: 8 February 2024

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

What is it like to attend this early years setting?

The provision is good

Leaders and managers at this nursery are passionate, experienced and committed. They value the importance of staff's well-being, which in turn provides a positive environment for children to flourish. Children climb into staff's arms to read stories and seek staff for comfort. Younger children explore floor toys and show delight as they open and close cupboard doors on role-play furniture. Staff comfort children and settle them to sleep as they become tired. Children and staff have excellent relationships. Children are confident to explore the environments and eager to join in and learn through the exciting experiences staff provide.

Literacy is a core focus of the curriculum. A wealth of books are available and learning experiences often follow the current story. Staff read dual-language books to children, which reflect children's home languages. Communication is supported as staff and children use sign language as part of everyday practice. This also contributes to children's developing awareness of similarities and differences between themselves and others. The nursery's special educational needs coordinator (SENCo) is committed to developing better outcomes for children. All staff are aware of the importance of early intervention and working with other professionals. As a result, children with special educational needs and/or disabilities (SEND) make good progress.

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

- Leaders and managers have devised a curriculum that is child focused and develops from the children's individual interests. For example, children are learning about growth following on from their interest in 'Jack and the Beanstalk'. Staff provide experiences, such as planting a bean, to support children's learning. However, they do not always consider what they want the children to learn next before carrying out the activity. This limits children's learning opportunities.
- Communication and language are at the heart of this nursery. Children are confident to explore books and repeat familiar words and phrases. They wait excitedly for parts of the book they can join in with, such as 'stomping' their feet. Children who have been referred to speech and language services make excellent progress in their communication and language development. This is because staff consistently implement strategies and interventions from other professionals.
- Children's self-esteem is well supported as they learn new skills. For example, staff praise children as they cut cucumbers for an activity. Children display a 'can-do' attitude as they serve their own lunch and wash and dry their hands with little support. As a result, children's independence skills are developing.
- Staff's well-being is given high priority by leaders. The nursery has a mental

health first aider who is available to support staff if needed. Leaders involve staff in the development of the rotas. This helps staff to manage their work-life balance. Staff feel valued. This ensures they can support children's emotional well-being.

- Leaders spend time observing staff's practice in the nursery rooms. They provide feedback and discuss key strengths and areas for improvement. However, leaders and managers do not always monitor how staff implement the curriculum beyond the activities they provide. As a result, the intended learning for children is not always consistently met.
- Staff are consistent in the messages they give to the children about their expected behaviour. They remind children about 'good listening' as they sit for focused group times. Older children have their 'pre-school promises'. They know to be 'kind to the ladies and our friends' and to look after their toys. Children's behaviour is good.
- Parents speak extremely highly of the nursery and the team. They say, 'Staff genuinely and truly care about the children.' Staff share children's next steps for parents to support learning at home. Furthermore, they are proud of the children's achievements and are excited to share these when parents collect their children. Partnership with parents is strong.
- Leaders failed to notify Ofsted about a change in the manager of the setting. They also failed to inform Ofsted that there was a recent change to the directors of the company. Although this is a breach of the requirements of the 'Statutory framework for the early years foundation stage', there is no impact on the children or the running of the nursery. The provider made the necessary notifications on the day of the inspection.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to build further on what children know and can do and support children to develop the skills they need to learn next
- support staff to implement the curriculum at all times and not let planned activities get in the way of the intended learning.

Setting details

Unique reference number	2652411
Local authority	Lancashire
Inspection number	10305543
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	90
Number of children on roll	145
Name of registered person	Bright Futures Early Learning
Registered person unique reference number	RP909258
Telephone number	01706508791
Date of previous inspection	Not applicable

Information about this early years setting

Bright Futures Early Learning, Bacup Centre registered in 2021. It is situated in Bacup, Lancashire. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery employs 32 members of staff. Of these, 28 hold an early years qualification at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Jade Patten
Layla Davies

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The leader and the manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspectors about how they support children with SEND.
- The lead inspector carried out a joint observation of a group activity with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The lead inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors observed interactions between the staff and the children.

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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