

Inspection of Bright Smiles Day Nursery

2 Morpeth Road, Hoylake, Wirral, Merseyside CH47 4AT

Inspection date: 18 July 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 Good

What is it like to attend this early years setting?

The provision is good

Children are welcomed by the warm and friendly staff. They appear happy as they arrive at nursery. Children quickly settle and play with their friends. Staff develop close relationships with children and offer them lots of reassurance. This makes children feel safe and content.

Leaders and staff have a clear understanding of what they want children to learn. Staff provide a broad curriculum which is ambitious for all children. It builds on children's previous knowledge and promotes their curiosity and exploration. For example, babies are fascinated by sensory experiences, such as mark making using safe, edible paints. Children play outside daily and enjoy using a range of equipment that supports their developing muscle control, balance and coordination. For example, older children skilfully navigate their way over the balance beams.

Staff have high expectations for children's behaviour. They set clear and consistent boundaries to help children to know what is expected of them. Staff help children to learn that rules are in place to keep them safe. Children respond well to this. For example, older children complete a headcount as they move between inside and outside environments. Children listen to staff instructions and follow the routines well.

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

- Leaders and staff have high expectations for all children. Staff monitor children's development very closely. They work collaboratively with parents and other professionals to support children who are at risk of falling behind in comparison to their peers. Highly focused teaching enables all children to make the best possible progress in their learning and prepare them for their next stages in learning.
- There is an effective key-person system in place. Staff take time to establish secure relationships with children and help them to feel safe and secure. They meet children's individual needs, building on what they already know and can do. However, during daily routines, staff sometimes distract children and encourage them to move between activities too frequently. This occasionally impacts on children's ability to become deeply engaged in their learning.
- Staff focus on using children's interests to spark their curiosity. For example, staff create a treasure hunt within the garden, encouraging children to find the hidden treasure. Staff capture children's imagination effectively with exciting learning opportunities. Children listen to the story 'Captain Sparklebeard' before going on their own treasure hunt, using their own treasure maps.
- Children learn about people and communities. Leaders and staff value the diversity of the local area and the children who attend. For example, pre-school

children visit the local residential home on a regular basis to take part in activities and share stories with the residents. Children go on regular outings in the community, visiting the local library, beach and park. This promotes their personal development and enhances their understanding of their local community.

- On the whole, staff support children's language and communication skills well. Staff support younger children as they narrate play and talk about what they see them doing. They ask the children simple questions and give them time to think and respond. However, at times, staff do not consistently use the correct pronunciation of words. On these occasions, children's communication and language skills are less effectively supported.
- Reflective leaders work tirelessly to continue to improve the nursery and service they provide. They actively seek out opportunities to involve themselves in the wider community. Leaders engage positively with the local authority and are keen to involve themselves in new local initiatives, such as speech and language programmes. They use these networking opportunities to share good practice well.
- Partnerships with parents are good. Staff work closely with parents to share updates on their child's development. They regularly share ideas with parents to help support and continue children's learning at home. Parents comment on the positive progress children have made since attending the nursery.

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 recognise when children are engaged in their play and learning in order to minimise disruptions to this
- support staff to consistently model the correct pronunciation of words in order to further extend children's communication and language skills.

Setting details

Unique reference number	EY251318
Local authority	Wirral
Inspection number	10346972
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	31
Number of children on roll	50
Name of registered person	Bazeley, Pauline Ann
Registered person unique reference number	RP513889
Telephone number	0151 632 3574
Date of previous inspection	14 August 2018

Information about this early years setting

Bright Smiles Day Nursery registered in 2003. The setting employs 12 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above, and one holds level 6. The setting is open from Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am to 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jason Holmes

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 provider.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times 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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