

Inspection of Bright Eyes Nursery LTD

11-15 Park Street West, Luton, BEDFORDSHIRE LU1 3BE

Inspection date: 5 July 2024

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

What is it like to attend this early years setting?

The provision is inadequate

Children do not receive the quality of education that they are entitled to at the nursery. A number of staff, including a new manager, have only recently started in their roles. Consequently, they are not yet familiar with the children or all of the processes they are expected to follow. Staff interactions with children are varied in their quality, and this does not provide children with consistent support to make good progress.

The learning environment is quite often noisy and chaotic, and this affects children's ability to concentrate. For instance, toddlers hear a loud, frequent background beeping noise due to a fault in the security system, as well as music, during adult-led activities. This disrupts their learning and makes it more challenging for them to hear what staff say to them. Some pre-school children move around without purpose, and receive little meaningful interaction from staff throughout the day. This means they do not benefit from high levels of engagement in activities or good-quality interactions from staff to support their learning.

Despite this, children are happy and settled at the nursery. Some staff act as positive role models towards children, showing them how to behave well and be kind to one another. For instance, they help children to resolve conflicts and model how to use manners appropriately. However, this approach is not consistently implemented by all staff. As a result, children receive mixed messages as to what staff expect from them.

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

- A lack of oversight from leaders has had a significant impact on the overall experiences children receive at the nursery. A new manager has recently started, and they have focused on supporting children to settle back into nursery life and ensuring staff have a clear understanding of key policies and procedures. The new manager has also completed supervisions on staff and identified what support staff require, with an aim to improve their overall effectiveness. There is now a clear oversight of the improvements that need to be made to the setting. However, due to the manager's short time in post, these have not yet been established.
- Overall, staff practice is inconsistent and varies too much across the nursery. Some staff have unrealistic expectations of children. For instance, staff expect children who speak English as an additional language to be able to count and name colours, when they have not been supported to develop basic communication skills in English. As a result of these poor-quality interactions, children do not make the progress they are capable of. Training for staff has

been identified. However, most of this has not yet taken place.

- Staff do not communicate effectively with managers or parents. For instance, they do not follow the expected process to report and record maintenance issues they identify to the manager. This leads to confusion and issues not being swiftly addressed. Additionally, staff do not consistently record information for parents on the nursery app in a timely manner, which is what managers expect them to do. Children leave for the day and information about nappy changing and food is not recorded. Therefore, parents are not fully informed about their child's day at nursery.
- Due to a number of recent changes in the staff team, the key-person system is not yet fully established or effective. Staff do not know enough about their key children. They are still identifying children's initial starting points, despite some children having been at the nursery for some time. This causes a delay in identifying any gaps in their learning and setting appropriate goals to address these. Additionally, not all parents know who their child's key person is, and this limits their ability to build meaningful professional relationships with staff to discuss their children's progress. Despite this, parents overall comment positively about the type of care their children receive.
- Staff do not yet plan activities or implement the newly formed curriculum effectively. Some staff focus on topics and themes, and many activities lack purposeful outcomes. Adult-led activities provide children with little in the way of learning and are not varied enough to meet the needs of all children. Staff have not considered the size of the group, or the range of abilities within the group, as they work with children. For instance, some children are capable of counting higher than 10, but staff do not encourage this when children suggest they could count higher. This limits the progress that children make and they are not helped to develop positive attitudes to learning.
- Children's focus and attention levels vary and staff do not always respond to this by adapting their teaching. They do not follow children's curiosity or extend children's learning. For instance, when children are keen to touch and explore an object to find out how it works, staff tell the children to sit back down. As a result, some children quickly lose interest. This leads to staff having to pause what they are doing and interrupt other children's learning to resolve minor disruptions.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that leaders and managers have clear oversight and that all staff understand their roles and responsibilities and follow the expected processes	17/10/2024
monitor and develop staff's knowledge and teaching to help them implement the curriculum and provide good-quality interactions to all children	17/10/2024
ensure swift and accurate assessment of children's progress to help staff identify appropriate next steps and any gaps in children's learning	17/10/2024
ensure that all staff support children to develop their language and communication skills successfully	17/10/2024
plan and deliver engaging and challenging learning opportunities that build on all children's prior knowledge and help them to make at least good progress	17/10/2024
ensure that all parents are informed of relevant information relating to their child's time at the nursery	17/10/2024
fully embed the key-person system so that staff gain a deep understanding of children's individual needs and abilities.	17/10/2024

Setting details

Unique reference number	2703414
Local authority	Luton
Inspection number	10354083
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	39
Name of registered person	Bright Eyes Nursery Ltd
Registered person unique reference number	2570072
Telephone number	07483133709
Date of previous inspection	Not applicable

Information about this early years setting

Bright Eyes Nursery LTD registered in 2022 and operates in Luton. The nursery opens Monday to Friday, 9am until 4pm, during term time only. There are eight members of staff. Of these, two hold qualifications at level 6, three at level 3 and three at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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 the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- A 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 with the nominated individual about the leadership and management of 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 carried out joint observations of group activities with the managers.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024