

Bright Beginnings NNI

Inspection report for early years provision

Unique Reference Number	EY345286
Inspection date	12 June 2007
Inspector	Ann, Theresa Flynn
Setting Address	Eavesdale, Tanhouse, Skelmersdale, Lancashire, WN8 6AU
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Registered person	Bright Beginnings
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bright Beginnings was registered in 2006. It is privately run and situated in the Tanhouse area of Skelmersdale. Children use two nursery rooms for their care and play experiences. The under two's room is self contained with milk preparation and nappy change rooms. There is full disabled access and facilities. Children share access with the children's centre to the hall, soft playroom and sensory room. There is a secure fully enclosed garden for children's outdoor play. They serve children living in and around the local community.

The setting is registered to provide care for a maximum of 39 children aged under five years at anyone time. Presently there are 51 children on roll, 10 of whom are funded for nursery education. The setting provides care for children with learning difficulties and disabilities and who have English as an additional language.

The service is provided all year round except on bank holidays, and is provided on Monday to Friday from 07.30 to 18.00. The setting employs 11 staff to work with the children, 10 of whom have relevant child care qualifications. Support staff are employed for cleaning the premises, preparing children's meals and administration.

The setting receives support from Sure Start and they are a member of the National Day Nurseries Association and the Pre-School Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a very good range of physical activities both indoors and outdoors, providing them with regular access to fresh air. They enjoy a range of resources including age appropriate bikes, sit and ride toys and paint brushes which they use outdoors to paint with water. They enjoy music and movement sessions and circle action games. They also have access to a hall and sensory and soft playroom within first steps children's centre, situated in an adjacent building, all of which helps to promote children's health, well-being and enjoyment.

Children stay healthy because staff follow good hygiene practices. For example, they clean tables prior to meal times, use table cloths and use aprons during meal times and when changing children's nappies. Children are reminded to flush the toilet after use and are reminded to wash their hands, which helps in developing children's knowledge and understanding of hygienic practice.

Children are well nourished through the provision of healthy meals. Meal time provides a social occasion with children sitting together. Children have access to drinks throughout the session, which they access themselves from jugs, thereby helping to develop their personal independence.

Staff promote children's understanding about healthy eating, by discussing with children healthy foods, such as fruit and vegetables, and by developing their understanding through topics and activities, which promote healthy eating.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure, safe indoor and outdoor environment. The environment is bright and colourful, with children sharing resource rooms with the adjacent children's centre to provide children with a variety of play experiences.

Many varied resources are available at child height, which children freely access, thereby providing a welcoming environment. Space is well organised into planned areas, within the different rooms, which enables children to enjoy varied choices from a balanced range of continuous provision.

Children are beginning to learn to keep themselves safe within the setting, by being involved in emergency evacuation practises and by staff explaining to children about issues of safety, such as not having small objects in the nursery room. Children are kept safe on outings because they use florescent tabards to ensure they are easily supervised and because good staff to child ratios are maintained, with staff undertaking regular head counts to ensure children's safety.

Children are adequately protected because staff understand the correct procedures to follow in the event of concerns about any child in their care. Staff access child protection training, thereby ensuring their knowledge is current, thus helping to keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include areas of water play, sand play, craft activities, painting, puzzles, role-play and an area in which children freely access books. Children also enjoy experiences and activities within the adjacent children's centre, such as use of the hall, sensory and soft playrooms for physical games. All of which provides interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Staff follow appropriate routines for very young children and vary the routine for each child depending on their individual needs, for example, children sleeping and eating at different times of the day. Individual attention and cuddles from staff provide comfort, reassurance and stability for the young children who attend.

Children access activities both indoors and outdoors, freely choosing from the good and varied range of resources available. Staff are well deployed offering appropriate support and guidance. The children initiate their own play within the construction area, socialising well as they discuss the items they are to fix together, which develops their social skills, language and imagination. Staff are available to offer support and guidance when necessary, and thus maximises children's learning experiences.

The 'Birth to three matters' framework is followed for the younger children who attend, ensuring they are provided with opportunities to develop, which involves observations and assessments of children from a very young age, thus ensuring staff offer appropriate opportunities to help children to progress.

Nursery Education

The quality of teaching and learning is good.

Children benefit from the staff's sound knowledge of the Foundation Stage, and effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to think and to learn at their own pace. For example, they ask children about the how the fruit feels and smells and ask them questions in mathematical terms, such as shall we cut the fruit in half? Staff also use spontaneous events to extend children's learning, for example, when some magpies flew by the window, they involved children in discussing the birds and what they eat, all of which provides appropriate questioning to make children think and help them to learn.

Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is sufficiently matched to children's interests and there is an appropriate balance between child led and staff led activities. For example, following the fruit activity, children choose where they wish to play, who they want to play with and with which resources. This helps children to develop their independence.

Children are developing confidence through appropriate praise and encouragement. For example, when being praised for their efforts during their printing with fruit and when choosing the correct number of pieces of toast at breakfast. This helps to develop their confidence and self-esteem. Children are socialising well as they learn to wait until their peers are in line before playing outdoors and learn to share resources when playing in the construction area, which

helps to develop their understanding of how to share. Children's personal independence is developing as they access the hand wash basins themselves to wash their hands following craft activities and put on their own coats prior to playing outdoors.

Children are developing their literacy skills as they listen to the sounds of letters and identify names beginning with those letters. Mark making is available both indoors and outdoors as children access a well resourced mark making area indoors and mark make using paint brushes and water outdoors.

They are developing their understanding of mathematics, as they count and identify numerals using flash cards and discuss the shapes of fruits. Opportunities for children to calculate are provided as they are asked how many children are present and how many pieces the fruit needs to be cut into for the number of children present.

Children are learning about the world in which they live by discussing and tasting foods from around the world and by celebrating festivals, such as Divali and Chinese New Year. All of which provides children opportunities to develop their understanding of the world in which they live.

Children's creativity is developing well through good experiences, such as painting, gluing, construction, musical instruments and imaginary play within the role-play area, which provides good and varied opportunities to develop children's creativity and imagination.

Planning is clear and identifies how all six areas of learning are to be delivered. Children's assessments and observations are used to inform future planning. Assessments and observations of the children are undertaken to ensure children are appropriately supported and challenged. However, the system of recording children's progress does not clearly identify the next steps in their learning. Evaluation of planning is undertaken, however, evaluations are not always effective because they do not directly link to stepping stones or learning objectives.

Helping children make a positive contribution

The provision is good.

Children are developing their awareness and understanding about diversity, through discussion and activities, such as topics involving food from around the world. Chinese New Year celebrations provide children with experiences of eating foods, such as prawn crackers and also Indian foods to link to the Indian theme, which also involves children dressing up in traditional dress and discussing Indian cultures. Resources are available which reflect diversity, including books and small world dolls, and children are made aware of the needs of others by observing staff meeting the needs of children who attend with disabilities.

Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Staff work consistently with parents, carers and with other professionals to provide continuity of care and to aid children's development, thus working in the best interests of the children.

The behaviour of children is good. They accept and work with age appropriate strategies, praise and encouragement, to promote positive behaviour. For example, praise is provided to children when taking their plates back to the food trolley, thus helping to develop children's confidence and self-esteem.

Children's spiritual, moral, social and cultural development is fostered appropriately as they learn to take turns and share, for example, when waiting to feel and smell the fruit during the fruit activity.

The partnership with parents and carers is good. Children's individual needs are well met because of the good relationships which have been established with parents. Information is shared through written policies and procedures contained within a prospectus booklet, daily discussions, daily diary sheets and parents evenings, ensuring parents remain fully informed. However, there is no system in place for seeking parents views about their children's progress at home.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of the children for whom it provides.

Time and space is organised effectively so that children are able to independently play and relax within the setting. Children access varied resources both indoors and outdoors, which helps in promoting their all-round development. Time is effectively organised to cater for structured, free play and meal times, therefore meeting children's individual needs.

Adequate procedures are in place for the recruitment of staff, who are trained to level two and three in childcare. Good staff-to-child ratios are maintained, thereby ensuring that children receive appropriate levels of support to help their individual developmental requirements.

Documentation is maintained in line with the National Standards and therefore helps in promoting the safe and efficient management of the setting. Thus, the welfare and care of children is maintained. However, the medication record does not always include basic details, such as the type of medication being administered to children.

The quality of leadership and management of the nursery education is good. There is a clear understanding by staff of what they intend children to learn through a planned and purposeful curriculum. Staff are clear on their roles, responsibilities and deployment areas. Curriculum planning is in place and is implemented, delivered and monitored by staff based within the pre-school room. Monitoring of the curriculum is undertaken and helps to ensure the provision of nursery education is effective in helping children progress.

There is a formal staff appraisal system in place, through which staff identify their own training needs and access appropriate training as required.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since the registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure documentation includes sufficient detail, especially in relation to the record of administered medication

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop planning to ensure that evaluations are effective by linking them to the stepping stones or learning objectives
- develop children's assessments to ensure they clearly identify the next steps in children's learning
- provide opportunities for parents to comment regularly about their children's learning at home.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk