

Bright Skies Nursery

Inspection report for early years provision

Unique Reference Number	319368
Inspection date	18 July 2007
Inspector	Linda Filewood
Setting Address	40 New Road Side, Rawdon, Leeds, West Yorkshire, LS19 6HN
Telephone number	0113 2507969
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Registered person	Bright Skies
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 Skies Day Nursery is a privately owned provision. It opened in 1994 and operates from a purpose-built building in the Rawdon area of Leeds. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 07.15 to 18.30 for 51 weeks of the year. There are two fully enclosed outside play areas available.

There are currently 80 children aged from three months to five years on roll. Of these, 37 children receive funding for early education. The provision serves the local and surrounding areas and children attend for a variety of sessions.

The nursery employs 20 members of staff, plus three auxiliary staff. Of these, 16 hold appropriate early years qualifications and four are working towards a qualification. The setting receives the support of advisers from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are helped to understand about good personal hygiene and older children are encouraged to become independent in their self-care. For example, older children understand the need to use soap when washing their hands and staff encourage children to talk about dental care. Good procedures are in place to ensure children are cared for in a clean, healthy environment. For instance, staff wear plastic gloves when handling food at mealtimes and tables are cleaned before use, using an anti-bacterial liquid. The risk of cross-infection is well considered; children have individual bedding and use paper towels when drying their hands. Parents are clearly informed of the setting's sickness policy, which protects the health of children and staff if children are ill. All staff are expected to hold an appropriate first aid certificate, which ensures children are well looked after if they have an accident or require medical attention.

The meals provided for the children are varied, well-balanced and are freshly cooked on the premises. Individual dietary requirements are discussed with parents, who are advised of the weekly menu. Some choice is offered at snack time and children enjoy their meals in small family groups in their own rooms. Young children are supported in becoming independent at feeding themselves and older children set out their own knife and fork ready for the meal. Staff use activities and discussion to help children understand which food is good for them. Older children understand, for instance, that chocolate is not good for their teeth and that milk makes you strong. Babies and young children are regularly offered drinks throughout the day and older children are encouraged to help themselves from their own drinks bottles.

Children benefit from daily outdoor play and are encouraged to develop their physical skills. For example, they enjoy manoeuvring their wheeled vehicles around the play area and play with balls. Older children confidently mount stairs using alternate feet and play with large equipment, such as a play parachute. All children are developing good hand-eye coordination. For instance, younger children use shape sorters and older children handle pencils, construct and enjoy malleable materials, which help them to develop their fine motor skills. Staff ensure that home routines are maintained as closely as possible, particularly for young children and babies, and areas for rest and quiet are set aside in each room.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff are effectively deployed to ensure children are well supervised at all times in a generally safe environment. They use written risk assessments to reduce potential hazards to children. However, the safety of outdoor play is not constantly considered. For example, standing water is not always emptied from equipment and climbing equipment is occasionally placed onto an inappropriate surface. The setting has good security precautions, such as an entry key pad and a visitor's book, which ensures that entry to the building is monitored. Parents are reminded of the need for caution when opening the door to others. The use of space within the setting allows children sufficient room to move freely and safely. However, it is not always appropriately managed at specific times of the day. For example, older children access the toilets in a room used for sleeping children before going out to play. Staff support children's understanding of keeping themselves safe and the fire drill is regularly carried out with the children.

Most resources are in reasonably good condition and are appropriate for the age of the children using them. Older children independently access a good range of toys and equipment, which are stored in child height furniture. Babies and younger children have limited opportunities for self-selection but sufficient resources are put out ready for them to allow them to have choice in their play.

Children are well protected at all times as staff have a clear understanding of their responsibility for the safety and welfare of the children in their care. They know the correct procedures to follow should they have any concerns and they regularly update this knowledge. Parents are advised of the system used to ensure children are only collected by those authorised to do so, and the child protection policy, giving them confidence that their children are well looked after. Children are kept safe on outings, correct ratios are maintained and written permission is obtained from the parents. Babies and young children are constantly monitored whilst sleeping.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and experience a good varied range of activities throughout the day. By encouraging them to make their own choices regarding their play, staff skilfully promote the children's independence. Activities are well planned and fully support the children's all round development and interests. Staff have a good relationship with them and offer plenty of praise and encouragement, which raises the children's self-esteem and confidence. Key workers are fully aware of the stages of development of the children in their group and ensure they are challenged sufficiently to build on what they already know. Staff interact appropriately in the children's play and children are confident to ask for help when needed. For example, young children ask for support in putting their coats on when going out to play.

Babies and toddlers receive plenty of attention and staff receive spontaneous cuddles in return. Staff make good use of the 'Birth to three matters' framework when planning the daily activities. Their clear understanding is reflected in the observations made of the children at play in the individual profiles. Children are offered ample opportunities to learn using all their senses. Inquisitive toddlers explore the heuristic play area and all children enjoy playing with water, sand and paint. Staff support the children's communication skills well. They repeat unclear words and make sure that children do not miss things that another child is telling them.

Nursery Education

The quality of teaching and learning is good. Staff have a clear knowledge and understanding of the Foundation Stage curriculum. The children's profiles and planning are clearly linked to the six areas of learning, but the early learning goals are not readily identified. Observations in the children's profiles are clear, evaluative and show how the children approach learning. They are used well in the weekly planning meetings, together with the key workers good knowledge of the children, to plan for the next steps in children's learning. Staff use the space available within the rooms to provide defined areas that children are familiar with. The good interactions between staff and children encourages the children's learning.

Children are very confident and are encouraged to become independent in their self-care. They concentrate and persevere in fastening a zip on a coat, for instance, and are rewarded with praise from staff. Good relationships are evident and children often include the staff in their imaginary play. Children respond well to expectations of their behaviour, especially when moving around from one area of the nursery to another. Older children are beginning to recognise the

sounds of the letters and enjoy a game of 'I Spy' before lunch. Most children are confident at writing their names and use these skills in imaginary play, taking a booking for a holiday, for instance, when playing at travel agents. Children enjoy nursery rhymes and stories. They relate their thoughts about the characters in nursery rhymes, such as 'Humpty Dumpty', for staff to write down and display alongside their drawing.

Children are developing very good counting skills and most easily count to 10 and beyond. They confidently recognise numerals and enjoy playing with resources that encourage their enjoyment of number problems. Children have use of a computer and other equipment, such as a cassette player. They enjoy sitting comfortably on the cushions in the book corner and listening to the tape through headphones. Children enjoy exploring the natural world. They look at mini beasts and predict how long it will be before shoots appear on their plants. There are plenty of opportunities to explore colour, texture and model materials in a variety of activities and children freely access the resources available. They independently put water in a container to mix with the paint and choose their paper from a plentiful supply. The children enjoy the rhythm of music. They spontaneously jiggle about on the floor when music is played from a toy demonstrated during 'show and tell'.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Their creativity is valued as displays of their artwork create a bright and colourful environment. The staff are fully aware of how to make effective use of the resources available to support children's understanding of diversity. Children learn about other cultures and the wider world through craft activities and discussion. Parents are encouraged to take part in an annual sponsored event with the children in aid of charity to help in children's understanding of those less fortunate than themselves. All children are welcomed into the nursery. Staff cooperate well with parents to ensure children's needs and individual requirements are appropriately met. They undertake extra training if necessary and make good use of the support offered from outside agencies to enhance the care they offer.

Children are helped to understand how their behaviour affects others and they play harmoniously with each other, taking turns and sharing. Older children are reminded on how to behave responsibly, especially when younger children are sleeping. Staff act as good role models and children are actively encouraged to be well mannered and say 'please' and 'thank you'.

The partnership with parents and carers is good. Policies and procedures are available for parents and they are encouraged to join in nursery activities and outings. Personal information is sought and recorded, so that staff ensure they follow the children's individual routine as closely as possible. This ensures children settle well and feel secure. There are good communication systems, through open evenings, regular verbal exchanges, daily record books and informative newsletters, to ensure effective partnerships are in place. Individual profiles on all the children are available for the parents to see how their children are progressing and they are invited to contribute to them. Parents are given clear information on the Foundation Stage curriculum and the 'Birth to three matters' framework and they are encouraged to become fully involved in their child's learning and development in a meaningful way. For example, planning is clearly displayed showing the topics their child will be covering in the coming weeks, so that they can participate and continue the learning at home if they wish. Key workers pass information to each other as young children move up to join the older children, ensuring that

they receive good continuity in their care. Parents have very positive views on the care their children receive.

Organisation

The organisation is good.

Children's feelings of security and well-being are increased by the effective deployment of staff, and staff to child ratios are satisfactorily maintained throughout the day. The grouping of children, according to age and stage of development, enables staff to provide appropriate activities and experiences that children enjoy. The key worker system works well and staff demonstrate a good knowledge of the individual development needs of each child. Records are maintained accurately and parents informed of any medication administered, accidents or incidents that have taken place. Staff are fully aware that confidentiality must be respected at all times and parents are kept well informed about the care their children receive and their daily activities. The comprehensive range of clear, written policies and procedures are reviewed regularly and reflect the good practice of the setting.

Leadership and management is good. Robust recruitment and vetting procedures are in place to ensure children are cared for by well qualified, experienced staff, who are fully vetted for working with children. Good induction and appraisal systems ensure that new staff are fully aware of the setting's policies and procedures and all staff's training needs are easily identified. The provision effectively monitors the care they provide. For example, they carry out a monthly audit of the accident book to identify any areas of concern. The majority of the issues raised from previous inspections have been effectively addressed, improving the care, safety and welfare of the children. However, the assessment record of children's progress through the stepping stones is not yet used effectively, so any gaps in the children's learning are not easily identified. All staff are involved in planning, activities are evaluated and that information, together with the children's individual needs, informs future planning. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection it was recommended that toilet facilities were improved to ensure children's privacy. The arrangements are now suitable to ensure that the dignity and privacy of the children are respected.

As a result of the previous Nursery Education inspection the provider was asked to develop opportunities for children to access larger play equipment and extend their learning in problem solving, shape and size. Alterations are being made to the outdoor play area and children now play with equipment, such as a play parachute, large cardboard cartons and learn to balance on planks. Staff use resources, such as number bean bags, to extend the children's enjoyment of number problems. Children measure themselves to see how tall they are and planned activities extend the children's knowledge of shapes. An improvement in opportunities for children to be able to concentrate, behave well and contribute effectively during story, singing and meal times was recommended. Children now sit in smaller groups, especially for stories and singing and they participate well during group activities. A weakness in the assessment and recording of children's progress in the stepping stones was identified. This has only been partially addressed and a further recommendation has been made as a result of this inspection.

Complaints since the last inspection

Since the previous inspection, Ofsted received concerns relating to National Standard 1: Suitable Person, National Standard 2: Organisation, National Standard 8: Food and Drink, National Standard 10: Special Needs and National Standard 12: Working in partnership with parents and carers. This involved the provision of inclusive care to children. A childcare inspector visited the provision on 17 January 2007. An action was raised only in relation to National Standard 14: Documentation and satisfactorily met by the registered provider. The provider remains qualified for registration.

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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The quality and standards of the nursery education are good.

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):

- improve the safety of outdoor play, for example, by emptying standing water from equipment and by placing climbing equipment onto an appropriate surface
- ensure that space is used effectively to meet the requirements of the children, particularly when children are sleeping.

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):

- ensure that planning and the observations of children's progress are clearly linked to the early learning goals
- further develop the assessment record of children's progress in the stepping stones, in order to aid future planning.

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