

# Bright and Earley Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY392495
<b>Inspection date</b>	16/10/2009
<b>Inspector</b>	Josie Lever
<b>Setting address</b>	Caughey Street, Hull, HU2 8TH
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Bright and Earley Day Nursery and Play Scheme is one of a number of day care provisions owned by the Busy Bees Nurseries Group. The nursery has been operating since 2003 and was taken over by the present company in 2009. The nursery is registered by Ofsted on the Early Years Register to care for up to 40 children at any one time and on the compulsory and voluntary parts of the Childcare register to provide care during the school holidays for up to 40 children.

The nursery operates from a ground floor purpose built facility which is situated close to the Centre of Kingston-upon-Hull. There is a fully enclosed garden area for outdoor play. It mainly serves staff working at the Hull Land Registry office but other families also attend. The nursery operates each weekday, all year round between the hours of 7.00am and 6.30pm, excluding public holidays. It supports children who have English as a additional language. There are currently 94 children on roll from birth to 12 years, 54 of whom attend the holiday play scheme.

There are 13 staff employed to work with the children in the nursery, in addition to another nine bank staff who cover for any staff illness, training or annual leave. There is also a cook and cleaner employed. All but one staff member holds a relevant early years qualification. The setting is a member of the National Day Nurseries Association.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thrive in a nurturing and stimulating environment. Staff have a well developed knowledge of each child's needs which ensures they successfully promote children's welfare and learning. Children are safe and secure and enjoy their learning. The partnerships with parents are a key strength of the provision and are significant in making sure that the needs of all children are met. This means that children make good progress, given their age, ability and starting points. Effective self-evaluation by the managers and staff makes sure that priorities for development are identified and acted on, resulting in provision that responds to the needs of all service users. This strong emphasis on continual improvement builds upon the existing good practice and sustains improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consider ways to further develop children's independent opportunities to learn about the features of more natural environments within the outdoor garden
- build and establish links with other agencies and settings providing for the children in the Early Years Foundation Stage (EYFS).

## **The effectiveness of leadership and management of the early years provision**

Children are effectively safeguarded as all staff have attended safeguarding training and are knowledgeable about the signs and symptoms of harm. The setting has in place a varied range of written policies, procedures and systems that supports the management of any concerns that may arise, which are shared with staff and parents. A robust vetting procedure ensures that staff are cleared to work with children before being left unsupervised. Staff are an established team who share the same ethos and there is a common sense of purpose as they work together. Weekly meetings take place to plan for the following week, taking into account children's interests and what they enjoy. This ensures that children receive an enjoyable and stimulating experience especially tailored to meet their individual needs. Staff demonstrate a positive commitment to their own personal development through ongoing training and participation in an effective appraisal system, which means children benefit from their secure knowledge and understanding about the EYFS. The management team is made up of two managers who job share the post and a deputy. The manager present on inspection is a highly visible and integral part of the staff team. Children know her well and approach her freely. Staff are positive about the nursery, the support they receive and feel their views matter. Consequently, morale is good. The management team's enthusiasm, drive and ambition is a key strength in ensuring that the setting brings about improvements across all areas of the provision and provides care and learning opportunities of a high standard to children. For example, the recent changes to the way in which children's progress is recorded through learning journeys, ensures that a much clearer picture is now presented of each child's starting points with focus on planning play activities aimed at children's individual capabilities and the next steps in their learning.

Children benefit greatly from the ongoing liaison staff maintain with their parents, which effectively contributes to the continuity of their care and supports their learning. For example, parents are kept well informed about their child's activities and events within the nursery through regular newsletters, notices, information leaflets and open mornings. Some parents have regular opportunities to attend a parents committee forum and all have the opportunity to talk with their child's key worker at planned parents evenings. Parents are also very responsive to support their children's learning at home in a number of ways. For example, they help their child complete a daily diary when 'Bertie the bear' is taken home for a visit and complete written 'At home observations'. These are shared with key workers and added to children's individual learning journeys in order for staff to compliment within the nursery, what children are achieving at home.

Daily exchanges of information between parents and staff are unhurried, with warm, friendly relationships clearly apparent. A digital photo frame in the comfortable reception area offers a running slide show of children at play and planning is displayed. Parents comment that they are extremely happy with the high level of care offered by a dedicated staff team. They commend the existing staff on the smooth transitional arrangements in place when the ownership of the

setting changed hands earlier in the year and progress children are making particularly in their language and communication. In the wider context, some successful partnerships have been made with other professionals. For example, to support some children with additional needs and through adults visiting the setting to read stories and promote the 'Book Start' scheme. However, partnerships have yet to be established with other providers of the EYFS in order to share the ongoing progress and development of children. Risk assessments are effectively managed through regular monitoring and daily checks undertaken by staff to ensure safety and security remains a high priority. For example, sleeping babies are checked every five minutes and a record made.

## **The quality and standards of the early years provision and outcomes for children**

Children have fun in their play and really enjoy the time they spend in the nursery. They are happy and secure with familiar adults who are caring and fully engage with children at all times. Consequently, children feel safe and secure and make good progress in their learning and development towards the early learning goals across all areas. Observational assessment is good and begins with effective starting points from parents when a child begins at the nursery. From here children's progress is carefully charted and any gaps in their learning are quickly identified through careful monitoring. Staff have a thorough knowledge of the EYFS and the six areas of learning. Effective systems are used to observe the children and assess their levels of attainment. The next step in their individual learning journey is planned, and incorporated into the overall play provision for the following week. Learning journeys are maintained for each child, which clearly demonstrate the progress made and are effectively shared and added to by parents.

Children are active and independent learners as they have great fun exploring the wide variety of play materials and activities available for them. For example, babies enjoy exploring different textures through the use of treasure baskets and natural play resources. Staff make good eye contact as they play and babies frequently babble their appreciation. As they become mobile children begin to explore their playroom, which is set out with a good selection of resources and climbing equipment that supports their physical development. There is a good emphasis on sensory play for the younger children with opportunities for toddlers to handle and explore materials like stones and shells. They are enthralled as they put the shells to one another's ears to listen for the sea. Children sit attentively and listen carefully to staff at registration time. Practitioners are very effective in supporting the learning needs of the children, for instance, by asking many open ended questions to help them think and respond with their own ideas. This promotes children's communication and language abilities. For example, children talk about the importance of having fun whilst they play and laugh with each other as they pass the imaginary key around to 'Switch on their imagination'. Children are exposed to good images and print, which helps them to identify play resources and make independent choices which is particularly helpful for those children who have English as an additional language and special educational needs. Older children attending the holiday play scheme, recently enjoyed a themed Chinese week and

areas of the play room were labelled in Chinese writing.

Children spend a good amount of their time outdoors as the environment is stimulating in most aspects and the free flow from indoors to outdoors is successfully supported. Whilst children have planned opportunities to plant and grow seeds and flowers, the lack of areas of natural environments within the garden such as, flower beds, grassed areas, hills and mounds, limits their spontaneous opportunities to explore the natural world. That said, children have been exploring a topic about living eggs and have incubated and hatched chicks in the reception area, some of which have been taken home to keep. Children of all ages including babies have good opportunities to learn about the features of their local communities. Recently children visited the Feren's Art Gallery to support their understanding about books and the post office to send home their letters in support of 'World post day'. They have visited the sensory play room within the local children's centre and visited the Hull Fair. This is a long standing local event that is of great excitement to the children as it only visits for just over a week every year. Children speak excitedly about visiting the fair with their families and are keen to share their experiences and replicate them, for example, by making junk models of the rides and attractions. Children have every opportunity to learn about number, measure, size and shape. They are very creative and enjoy exploring music and movement activities, painting, cooking and role play, all of which helps to promote their creative development. They listen to a selection of musical songs and learn about the different sounds and rhythms in other languages. They have excellent opportunities to attempt to mark make in most activities, including role play, which helps to promote their early writing skills.

Children develop good skills for their future as they independently access the computer. They know how to turn the volume up and down and select their own programmable games, they ensure they include their friends. Younger children demonstrate their curiosity as they comment to the inspector 'Mummy got one of those at home' and ask if help is needed to connect the mouse to her laptop. Children enjoy a healthy diet which meets their individual dietary requirements. They freely access the recently introduced snack bar within its operational times, which promotes choice and independence. Children enjoy healthy snacks of fruit and vegetables which promotes healthy eating and share a freshly prepared well balanced lunch time meal. They access their own labelled or colour coded cups to have a drink throughout the day and older children manage to pour these for themselves. Staff promote high standards of hygiene through effective routines such as hand washing and use of protective clothing when serving food. This helps to reduce the risk of cross infection. There are effective procedures in place to support children who have severe allergies or intolerances to food to ensure their health and well being remains the utmost priority. The importance of healthy exercise is supported well, for example, younger children enjoy a dance and movement session with a dance teacher who visits the setting on a weekly basis.

Staff are skilled and sensitive in the management of children's behaviour. There are good systems to promote children's awareness of acceptable behaviour and celebrate achievements. For example, these are written onto a paper leaf which is added to a tree for all to see. Children are encouraged to self register when they arrive and look for their name to add to the board, additionally they identify if they

are happy or sad, so staff can explore their feelings with them and the reasons for this. Children are learning about how to keep safe and develop a good understanding of this. For example, fire evacuation practices are conducted on a monthly basis and are calm and organised due to the practitioners quick, yet calm and effective execution.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met