

Bright Beginnings NNI

Inspection report for early years provision

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Inspector Dorothy Williams

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Bright Beginnings was registered in 2006. It is privately run and situated in the Tanhouse area of Skelmersdale. The setting is registered to provide care for a maximum of 39 children under the age of five years. There are currently 70 children on roll two of whom are funded by the local authority. The setting provides care for children with learning difficulties and/or disabilities and those who have English as an additional language. It is fully accessible to all children and serves the local community.

The children use two rooms for their care and play experiences. The larger room is divided into two separate areas for children aged two to five years. The under two room has a self-contained milk kitchen and a nappy changing room. All rooms have access to secure outdoor play areas. Children also have access to facilities within the adjoining Children's Centre. These include a large, well equipped hall, soft play room and sensory room. Outdoors there is a further enclosed play area, garden and small wooded area for extended activities.

The setting is open all year round except on bank holidays Monday to Friday 7.30am until 6pm. The setting has a good management structure. It employs 11 staff to work with the children, 10 of whom have relevant early years qualifications. Support staff are employed to clean the premises and prepare meals.

The setting receives support from the Sure Start Children's Centre and the local authority. They are members of the National Day Nurseries Association and Pre School Learning Alliance. The setting has recently achieved Lancashire County Council 'Step into Quality' award.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

At Bright Beginnings children are cared for in a safe, secure and calm environment by practitioners who show a passion for their role. Children's individual needs are effectively met through planning, observation and sharing of information with parents. This develops relationships and helps children make progress. The setting is well organised with good routines, policies and procedures to ensure the children's welfare needs are met. However some opportunities to develop independent skills are missed throughout the day. The setting is linked to the Children Centre and as a result children have access to extended play facilities. Staff regularly review their provision and practice. They identify strengths and areas for development and plan accordingly. This indicates a good capacity to improve the service they offer and positively impacts on outcomes for children.

What steps need to be taken to improve provision further?

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

- provide further opportunities to develop children's independence and enable them to make independent choices.
- further develop systems of assessment which clearly show children's progress and development towards the early learning goals.
- ensure there is a balance of child initiated and adult led play based activities

The effectiveness of leadership and management of the early years provision

The setting has a robust and extensive Operational Plan which ensures all policies and procedures, including risk assessments, are relevant and effectively maintained. Robust systems for recruitment and selection of staff and students ensure that children are safe at all times. Staff have a clear knowledge and understanding of safeguarding, which is enhanced by training and an induction and monitoring programme. As a result, the children's welfare is given very high priority. Children are further protected as daily safety checks are made by staff on all areas. Fire drills are conducted with children on a regular basis and a log maintained. The registered provider is proactive within the setting and values the whole staff team. There are good staff to child ratios which ensure that children receive a high level of support in their learning and development. The staff are highly motivated and dedicated to providing the best opportunities for the children in their care. This is demonstrated by the level of qualifications achieved and the ongoing training and development records within the setting. As a result most children make good progress in all areas of learning and development. Good equality and diversity procedures mean that all children are included and have their individual needs met. For instance, children are encouraged to use a variety of pictures, gesture and words to make their needs known. A key feature of the setting is listening to children. All children are valued and spoken to calmly and quietly. As a result children feel respected and that their opinions are valid. The children speak quietly to each other and this adds to the ethos of the setting. The setting has a very strong partnership with the adjoining Children's Centre which enables children to access extended facilities and provides opportunities to promote different learning styles with the children. The setting has good partnerships with local schools and other providers which ensures good transition and consistency of provision. Parents views are important to the setting and they seek to support families by signposting them to appropriate groups and activities within the local community. Parents speak very highly of the staff they say their children are developing well and enjoy a variety of experiences not available at home such as the woodlands, large play area and swimming sessions. Staff value the parents' input into all aspects of the children's care and development. Information about children's needs, interests and care requirements are collected before children begin attending and continues regularly. This is evidenced thorough 'All About Me' booklets, daily information sheets and end of session conversations. For example, there are family photographs in the baby room and familiar words from home in the Ocean and Garden rooms. These value home languages and traditions and support the settling in process. Parents say they feel

valued and can talk to the staff about anything and know they will be listened to and respected. Parents say that their children's needs are met at the setting and that children with speech and language delay are particularly helped by the way staff talk to them and allow them to talk.

The setting has support from the local authority and Children's Centre this is reflected in the self evaluation process. This clearly demonstrates effective reflective practice, an awareness of the setting's strengths and weaknesses and a good capacity to improve. Development plans are in place to further enhance the provision and improve outcomes for children.

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

Children are highly valued at this setting. Staff have a broad knowledge and understanding of the Early Years Foundation Stage. As a result they provide a variety of activities to meet children's individual needs. Learning Journeys include observation, planning and assessment. However assessments are not always linked to age and stage of development and as a result children's overall progress is unclear. Each room is equipped with a good variety of activities. For instance treasure baskets and musical activities enable the youngest children to explore using all their senses. Activities for older children reflect areas of interest for instance magnifying glasses, torches and binoculars are added to the role play for den making. Children use the computer confidently, moving the mouse to select activities and add text to their work. Practitioners provide a good range of craft and mark making materials. Children enjoy making patterns with their fingers in gloop and foam. They paint and make Mother's Day Cards. However there is an overemphasis on adult support during some activities which means opportunities for independence are missed. Outdoors children extend their play using an excellent variety of large equipment to climb, balance, run, jump and ride. A well set out play area is used by all children. The setting has access to an allotment where children learn how to sow, grow and harvest seasonal vegetables. The outdoor areas are used daily and in all weathers.

Throughout the sessions there are opportunities for children to count and develop problem solving skills. They have a good range of jigsaws, sing number songs and rhymes, complete activities such as threading, making numbers in gloop and foam and looking for shapes in the environment. During lunch they count the carrots in their hotpot and note that one ice cream carton has more than the other because the line is higher

There is a wide range of non-gender specific and multicultural activities including persona dolls, stories and dressing up costumes. The Ocean and Garden room have displays for Chinese New Year and Mother's Day. Equality and diversity is further promoted because staff value children's home language for instance using some basic words in different languages throughout the setting.

The setting uses the 'Talk to your Baby' programme which has a positive impact on communication language and literacy as children become confident speakers and listeners.

The setting promotes good health and well-being. All children attend 'Mini Movers' and 'Active Kids' in the Children's Centre, they access the soft play and sensory

rooms to extend their skills. Outdoors children crawl, toddle, climb, run and ride on wheeled vehicles. They also enjoy balancing on tree trunks and using the climbing frame. Children follow good hygiene practices such as washing their hands after using the toilet, using tissues when blowing their nose and cleaning tables before and after meals. Younger children have nappies changed regularly by their key person. Children are encouraged to make healthy choices about what they eat and drink. They are given toast and fruit for snack and are encouraged to try the fruit. Water is available at all times. However because staff prepare and give out snack there is a missed opportunity for children to develop their independence. The cook ensures that meals are well balanced and ingredients are sourced locally where possible. The setting has achieved the 'Appetite for Life' award with a four star rating for healthy eating. At lunchtime the children enjoy a choice of home made casserole with bread or pizza with salad. Babies and weaners have liquidised or mashed food. Children use cutlery well and have very good table manners and are beginning to self serve some of the meal.

Staff are good role models and as a result children's behaviour is good. They say please and thank you, readily join in conversations and use appropriate language when talking to each other or adults. The adults give lots of praise and positive feedback during the sessions. They use phrases such as good sitting, I like the way you did that today, good waiting, and I am pleased. As a result children form positive relationships with their key persons.

Bright Beginnings ensures that all children attending their sessions have a good start to their educational journey.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| 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 | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 1 |
| 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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