

# Bright Gems Nursery

Lea Valley Technopark, Block 3 Lea Valley, Ashley Road, TOTTENHAM, London, N17 9LN

## Inspection date

09/10/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children are happy and busy as they access their bright and stimulating learning environment. They demonstrate that they are becoming confident and active learners.
- Children have developed secure and warm attachments with their key person. Children demonstrate that they feel secure and comfortable in their relationships with peers and practitioners.
- Staff value working in partnership with parents. Parents demonstrate that they are very happy with the care and learning opportunities available to their children and express that their children are making good progress.
- Staff work effectively with outside professionals to help ensure that all children receive individual tailored support to enable them to make progress in their development and learning.

### It is not yet outstanding because

- Younger children do not have access to appropriately sized chairs to support their developing independence and comfort.
- Staff do not make the most of opportunities to encourage children to develop their independence and self-care skills during lunch times.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a story time session.
- The inspector talked with practitioners from each room, and held meetings with the owners of the nursery and the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

## Inspector

Siobhan O'Callaghan

## Full Report

### Information about the setting

Bright Gems Nursery registered in 2012. It is a privately run provision situated in an industrial estate in Tottenham Hale in the London Borough of Haringey. Children have access to two large play rooms in a purpose-built building. There is a separate room for sleep provision. All children share access to an enclosed outdoor play area. The nursery serves the local and surrounding community. It is open each weekday from 8am until 6pm

for 51 weeks of the year.

The nursery is registered on the Early Years Register. There are currently 18 children from 10 months to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and a number of children who are learning English as an additional language. There are seven members of staff, all of whom hold early years qualifications. There are five staff who hold a National Vocational Qualification at level 3 and two staff who hold a qualification at level 2. The nursery provides free early education for three- and four-year-olds.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- improve opportunities for children's health and self-care by providing seating that allows young children's feet to be firmly on the floor and provide opportunities for children to pour their own drinks, and serve their own food during lunch times.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The nursery provides children with a calm and purposeful learning environment. Children clearly enjoy the positive interactions of practitioners who use effective teaching strategies to promote children's enjoyment and learning. The impact is that all children make good progress given their starting points. Children are delighted to initiate their own play as they make independent choices from an extensive range of resources. Children arrive happily into the nursery, confidently saying goodbye to their parents. They receive a warm welcome from staff who then immediately engage children in conversations about how they are feeling today. These relaxed opportunities value children's developing communication skills as staff listen attentively to what children have to say. Staff extend children's vocabularies as they skilfully question and encourage them to express themselves. During more focused group sessions, older children are delighted to share their phonic knowledge as they confidently sound out the initial letters that make up their names. The youngest children enjoy singing familiar rhymes and action songs which helps to promote their listening and concentration skills. These experiences mean children acquire useful skills for their future learning.

Children develop good hand and finger control as they engage in a number of activities. For example, they enjoy creating collages as they use tools such as glue sticks, scissors

and writing materials to create their own designs. Older children recognise their names and are beginning to draw with purpose. They are proud to show the inspector their self-portraits and confidently discuss the various features they have noted. Staff have created inviting book corners in both rooms to encourage children to independently access these areas. All children enjoy sharing books with each other and with the staff caring for them. Staff sit at the children's level during story times to ensure that they can see the book. Staff model how to handle books with care and respect and encourage children to be involved in the story by observing characters and features of relevance.

Children enthusiastically engage in physical challenges as they climb, jump and run energetically in their garden area. Staff support children's developing coordination as they help them to ride scooters, bikes and cars safely. Younger children are delighted to play ball games such as kicking, catching and throwing with their key person. The impact is that children are developing a positive attitude to taking exercise and learn why this is important to their health. They have good opportunities to rest comfortably as they take naps in their designated sleep room. However, younger children do not have appropriately sized chairs to support their comfort and independence so that they can fully engage in table-top activities. This means their feet are not on the floor to aid their stability and support their increasing hand-to-mouth coordination.

Practitioners demonstrate a confident knowledge and understanding of the learning and development requirements. Assessment and planning systems cover the seven required areas of learning, and give due emphasis to both the indoor and outdoor areas. Overall, this demonstrates that children are experiencing a broad programme of activities. Practitioners use successful teaching strategies in the daily routines. For example, younger children learn to count as they sing number songs whilst older children are beginning to recognise numbers in their environment. For example, they are confident to point to numbers and discuss how these relate to their ages. The learning environments offer a broad range of materials and resources that add depth to children's experiences. Planning is adapted to respond to children's individual interests and abilities. Consequently, all children including those with special educational needs and/or disabilities or children who are learning English as an additional language have their learning needs addressed. Practitioners value working in partnership with parents and with outside professionals to support children's ongoing learning. Discussions with parents demonstrate that they value the nursery library scheme where they are encouraged to take home books to share with their children. They also appreciate regular conversations with their children's key person where they can discuss their children's ongoing achievements. Parents demonstrated that they are very happy that their children are making good progress in their learning.

### **The contribution of the early years provision to the well-being of children**

Practitioners are knowledgeable of the benefits of promoting an effective key person system. Children enjoy special individual time everyday with their key person where they build upon their personal relationships. It is evident that children have secure attachments with their key person as they enjoy cuddles and engaging in activities together. Discussions with parents reiterate this positive practice. Parents inform me, 'my child loves

her key person they have a special bond which makes me so happy.' Parents also share the positive settling in procedures that were followed for their children to support a smooth transition from home to nursery. Overall, practitioners are focused on meeting children's individual needs in partnership with their parents. This is further supported by the maintenance of a daily diary to keep parents informed of their children's care practices within the nursery.

Children are developing polite and respectful behaviour as they follow the very positive role models of the practitioners who care for them. Children receive consistent messages with regards to behaviour expectations; this in turn supports children to role model positive behaviour to one another. For example, children are quick to remind each other of the importance of sharing and being kind. Children are developing many valuable self-care skills as they brush their teeth after lunch and know why they must wash hands to maintain good personal hygiene. Children enjoy mealtimes where they are offered healthy and nutritious home cooked dishes. Practitioners discuss with children the benefits of eating well and the impact this has on them being healthy. For example, children are interested by discussions around carrots being good for healthy eyes and how broccoli can support our immune systems. However, staff do not use these opportunities to fully promote older children's independence by allowing them opportunities to serve their own food and pour their own drinks. This does not fully support children's abilities to make choices and manage their own self-care.

Children's understanding of safety is promoted through their daily routines. They learn how to use resources safely, such as scissors, and when playing with sand they know they must take care that sand does not get into their eyes. Children engage in regular evacuation drills where they learn why they need to get out of the building quickly and safely. Children demonstrate that they feel safe and secure as they confidently utilise their inviting environment and the broad range of resources available to them. They enjoy the positive interactions including lots of praise and encouragement they receive from all practitioners working in the nursery. Overall, they are developing the skills and positive attitudes to underpin their eventual move to school.

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

The manager and the owners of the nursery and all practitioners working in the setting are duly focused on safeguarding children's well-being. The hands on approach of both the owners and manager ensure that quality practice in the nursery is continually reviewed. They implement robust procedures to appoint practitioners who are suitable to work with children. The impact is that all staff working in the nursery has the appropriate knowledge, skills and childcare qualifications to support children's care and learning. The manager places high priority on protecting children's welfare and follows proper procedures to work with outside agencies when needed. All practitioners are supported to update their safeguarding and first aid training. Practitioners understand their individual responsibilities and the need to provide safe play environments for children, this is achieved through their daily risk assessments of all areas that are used by the children.

The manager works closely with the local authority, to ensure that children with special educational needs and/or disabilities receive the support that they need to make progress in their learning. She is therefore mindful of the need to close the gap in children's attainment regardless of their starting points. The manager demonstrates high aspirations for the nursery which can be evidence in her audits of the provision and in the clear targets that she has put in place to drive improvement. For example, the focus on supporting home learning through the library scheme has been a success. Following this an information evening has been organised for parents to support their understanding of how children are learning and how staff are following the Early Years Foundation Stage framework. This is an effective push in promoting more effective engagement with parents. Discussions with parents demonstrate that they are very happy with the care and learning opportunities offered to their children. Their comments include, 'my child has really developed their social skills, and has more language since attending the nursery. I am so happy that I can go to work in the knowledge that my child is safe and is having a good time' and 'the staff are so welcoming I love the fact that they greet children in different languages and value the children's home cultures in the nursery.'

The manager is duly focused on promoting her teams' professional development which is evident both in appraisals and through my discussions with practitioners working in the setting. The manager is also keen to develop her own knowledge and skills as she is currently studying for an Early Childhood Degree. This further promotes a positive role model for professional development. Although there are no children currently attending other settings or moving onto school the manager and her team are establishing links with nearby schools. As this is a newly registered provision, the manager is drafting letters to schools to let them know that there is a new provision in their locality. Discussions demonstrate that all practitioners value the importance of smooth transitions and working in partnership to achieve this goal.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY443760
<b>Local authority</b>	Haringey
<b>Inspection number</b>	789915
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	18
<b>Name of provider</b>	Bright Gems Nursery Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02088850304

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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