

# Bright Beginnings Nursery

Birleywood Digmoor, Skelmersdale, WN8 9HR

## Inspection date

Previous inspection date

28/05/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's physical development and understanding of the importance of a healthy lifestyle are generally well supported for all age groups. Children make healthy food choices, play outdoors daily and further enhance their skills in the soft playroom.
- Pre-school staff interact well with children, extending their vocabulary and supporting them to participate in discussions. This supports their communication and language development.
- Children develop confidence and independence as staff actively encourage children to have a go and keep trying, knowing staff are nearby for support.

### It is not yet good because

- Some activities are not always challenging or appropriate to children's age and stage of development. Therefore on occasion, some children are not fully engaged in their learning.
- There are fewer opportunities for children to see words in the environment to further develop their understanding that text has meaning.
- Routines and practices do not always give the highest regard to children's good health and safety or prevent the spread of infection.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector toured the setting with the manager.
- The inspector spent time observing children's play in all rooms of the nursery.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector carried out a joint observation of children with the manager.
- The inspector sampled documentation including policies and procedures, children's learning records and the provider's self-evaluation form.

## Inspector

Linda Shore

## **Full Report**

### **Information about the setting**

Bright Beginnings Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purposefully adapted premises in the Digmoor area of Skelmersdale, Lancashire and is managed by a private company. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is a fully enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and one is qualified to level 4. The nursery opens Monday to Friday all year round from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 31 children attending who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- use thorough observation and assessment to establish the individual needs, interests, and stage of development of individual children. Use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development
- promote the good health and safety of children attending the setting and help prevent the spread of infection, for example, by ensuring: good hygiene practices for children with pacifiers; young children are not able to access resources that are inappropriate for their age and stage of development
- ensure safeguarding procedures are implemented in line with the relevant Local Safeguarding Children Board procedures, this specifically relates to ensuring that details of children's existing injuries are recorded.

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

- develop the educational programme for literacy further by; creating an environment rich in print so that children can learn about words, such as displaying signs, posters and labels.

## Inspection judgements

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

The staff have a sound understanding of promoting children's development and they plan a broad variety of activities to support their learning. Some rooms are still under development and do not yet provide for all areas of learning. Nevertheless this is effectively overcome as children play in combined areas that give them space and access to a wide variety of experiences. However, the environment does not actively promote children's learning in literacy. Whilst books are readily accessible, the walls do not display a variety of text and numbers in the form of posters, displays and labels to further support children as they learn that words have meaning.

Information is obtained from parents when children start in the nursery, and this contributes to an initial assessment of their developmental stage. The assessment of children's development is accurate and includes the progress check at age two years, as required. They follow the guidance of external agencies to deliver activities with specific targets to assist children's progress, in particular, those with special educational needs and/or disabilities. However, this standard is not consistent as some planned activities in the baby room are not appropriate to their age and stage of development to ensure their interest is sparked. For example, children who are developmentally advanced are not fully challenged because the observations are not thorough enough and planning does not always focus on the next steps in their development. Consequently, sometimes younger children are not always fully engaged and learning opportunities are missed because planning does not always meet all children's individual needs.

Pre-school staff read with clear-cut expression and ask many open-ended questions. Children respond correctly and demonstrate a clear understanding by predicting what might happen next. Therefore, the critical thinking of children preparing to go to school is reasonably promoted. Pre-school staff carry out regular observations to note what children know and can do, and they use the information gained from these observations to plan appropriately for further learning.

A wide selection of good quality resources is available indoors and outside to support children's play experiences. Young babies access stimulating toys that promote their sensory development. Older toddlers are developing their skills in mathematics and understanding the world as they follow maps the staff have drawn to find the hidden treasure. Planned activities include daily outdoor play that helps children to develop their large muscle skills. For instance, toddlers ride around on wheeled toys, backwards and forwards, resulting in their growing spatial awareness as they avoid others. They learn about textures through sand play and develop understanding of scientific concepts as they track balls moving down slopes in pipes. Children particularly enjoy expressing themselves creatively as they dance, bob and sway to the music.

The staff provide a welcoming environment in which most children make steady progress towards the early learning goals. This helps to prepare them appropriately for the next stage in their learning. Staff discuss and share information relating to children's learning

generally well with parents. This means parents are appropriately placed to support children's ongoing development at home.

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

A gradual settling-in period allows children to feel at ease in the nursery, and this supports them and their parents in forming strong relationships with key persons. Staff cuddle babies and children if they are unsettled, providing a sense of comfort that contributes positively to their happiness. Staff regularly praise children for achievements and efforts, such as completing tasks. Children are generally well behaved in the older children's rooms as staff give clear guidance during activities and routines. Owing to the competent use of age-appropriate methods of managing behaviour, children learn what is acceptable.

Children take responsibility for aspects of self-care, such as putting on coats with little or no assistance before going outside for play. Regular physical activities, such as outdoor play, riding and climbing, help children to develop an understanding of the effects of exercise on their bodies. Children demonstrate a clear understanding of how to keep themselves safe and also learn when it is appropriate to take risks. In the large soft play room children have many opportunities to climb and jump into the ball pool, tumble and hide, under supervision. This builds confidence and self-awareness.

Children confidently interact with staff and their peers, demonstrating their sense of security in the nursery. Children ask for help when they need it and staff do not interfere. This means children are demonstrating the characteristics of effective learners as they are confident to have a go and keep trying, knowing that support is available. The nursery provides nutritious and well-balanced, freshly cooked meals daily, resulting in children's awareness of healthy choices as they eat fresh fruit and access drinks. Their independence is suitably promoted as children are provided with child-size cutlery and learn to use knives to cut their food. Staff sit with children while they eat in a well-practised social routine and encourage their social skills during conversation.

Babies and toddlers sleep according to their established pattern and as agreed with parents, which supports their individual needs generally well. The nursery is maintained in a clean condition throughout and the practice of washing all bedding daily ensures young children are appropriately protected against infection. However infection control in other areas is not so rigorous. For example, older babies have dummies attached to their clothing throughout the day. As they play, these drag along the floor and are sometimes stood on by other children. This creates a risk of infection and presents a possible barrier to speech development as children often have them in their mouth.

Security is good due to keypad controlled access to the premises. This ensures that only parents and authorised visitors are able to access the building. Before children move into new rooms, parents are informed and have opportunities to meet their children's key person, and a settling-in period makes the transition within the nursery a smooth experience for children. However, the practice of having all children in one room in the morning when numbers are low exposes very young children to resources that are not always appropriate for their age. For example, children under two can access metal paper

clips and uncooked pasta with sharp edges. Vigilant staff and good adult to child ratios means that the impact on children's safety is minimal.

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

Staff understand the safeguarding policies and are clear about the procedures to be followed if they have concerns about children in their care. They ask parents about bumps and bruises children get at home. However, these are not always fully recorded to ensure that the Local Safeguarding Children Board guidelines are followed. Policies are updated regularly for the group of nurseries and shared with parents, who are informed about the responsibility of the nursery to protect children at all times. Risk assessments are carried out and daily checks are made. These are generally effective in ensuring children's safety.

The manager has a sound understanding of the learning and development requirements and monitors the planning and assessment regularly to ensure children's needs are met. However, this is not yet rigorous enough to identify all circumstances where interventions may be needed; particularly for children who are developmentally advanced. Most staff have a good enough understanding of the prime areas of learning to support children's development. This helps children develop a foundation for future learning as they move on to school. On the whole, staff evaluate activities fairly well to identify where changes can be made to improve the learning experiences for children. They successfully adapt adult-led activities to maintain children's interest and stimulate learning, such as sparking children's interests in mini beasts with an impromptu indoor bug hunt.

The nursery is part of a small group and has support through area management. An established programme of professional development is maintained through regular supervision and appraisals. At these meetings, the management team identify jointly with the staff where they need support to enhance their knowledge and skills to work more effectively with children. Recruitment is a rigorous procedure and induction of new staff is flexible and lasts for a reasonable time according to their performance. This ensures they can effectively meet the needs of individual and groups of children.

The ongoing self-evaluation of the nursery is achieved through a variety of contributions. Parents comment that they have opportunities to make suggestions for improvement through a suggestion box and questionnaires. A written self-evaluation form is in place and demonstrates that staff can accurately assess strengths and some weaknesses. The provision has plans to address identified areas for development, such as improving consistency of standards across all rooms in the nursery.

The nursery is preparing for the first cohort of children to move on to school. They are building relationships with local schools and preparing care and development reports to pass on to teachers. This helps children with the transition as they move on to the next phase of learning. They receive input and guidance from specialist agencies to ensure children's special educational needs are met. There is a positive partnership with parents. They are encouraged to make contributions to their children's learning by pegging

comments to the 'washing line' or posting notes for key persons in the 'parent observation box'. Parents comment positively on the welcoming environment where children enjoy attending.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## 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 action. 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>	EY454220
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	896149
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	71
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Bright Beginnings Neighbourhood Nursery Initiative Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01695725551

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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, which are usually the childminder's 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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