

Bright Beginnings

Abbeystead, SKELMERSDALE, Lancashire, WN8 9NF

Inspection date	04/12/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
		2
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

- Teaching is good as the staff are enthusiastic and involve all children in play and learning. They plan a wide range of experiences and challenging activities based on careful assessment of children's individual learning needs.
- A well-established staff team and key person system means children form warm and caring relationships with staff. As a result, children feel safe and secure and develop strong emotional attachments with staff.
- The provider ensures all staff are fully aware of their responsibility to safeguard children. They plan regular staff training on safeguarding issues, behaviour management and first aid to support staff to fulfil their responsibilities consistently.
- Partnership with local services are strong. This helps the provider evaluate their service and plan for further improvements, and supports all staff and children to reach their full potential.

It is not yet outstanding because

- There is scope to further develop the teaching of speaking and listening skills by supporting all staff to follow a wider range of good practice guidance.
- There is scope to build on the good practice already established by encouraging staff to share their professional skills and knowledge, to promote the very highest levels of teaching and children's learning.

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 observed activities in the two main nursery rooms used and the outdoor areas.
- The inspector held meetings with the manager and provider and had discussions with staff.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation documentation.
- The inspector took account of the views of parents and children spoken to on the day and from information included parents' feedback to the nursery.
- The inspector conducted a joint observation with the manager.

Inspector

Mary Wignall

Full report

Information about the setting

Bright Beginnings opened in 2013 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The nursery has been on site since 2004 and was re-registered in 2013 to reflect a change in the setting's name and the legal status of the provider. It is one of three settings run by Bright Beginnings Neighbourhood Nursery Initiative Limited. The nursery operates from single-storey premises, within the grounds of Little Digmore County Primary School in Skelmersdale, Lancashire. It serves the immediate locality and the surrounding areas. Children are cared for in three playrooms and have access to an enclosed outdoor play area.

The nursery opens five days a week from 7.30am until 6pm all year round. Children attend for a variety of sessions. There are currently 25 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. It supports children for whom English is an additional language.

There are currently 11 staff working directly with the children, 10 of whom have an appropriate early years qualification. Two of the staff have qualifications at level 4 and eight staff hold level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- consider ways to further enhance the teaching of speaking and listening skills by supporting staff to follow a range of good practice guidance, in order to further promote children's speaking and language skills.
- develop the use of peer observations to build on the good systems already established, in order to further develop the staff's knowledge and professional skills.

Inspection judgements

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

Children play with great enthusiasm and confidence as staff plan a rich and stimulating play and learning environment. Staff are enthusiastic and share their own enjoyment of learning with children. This motivates and engages children in play. Staff use a range of effective teaching techniques as they talk, question and show children how to use and play with resources in different ways. The key person system ensures each child's learning needs are effectively planned for. The written plans are concise and easily available for staff to refer to. They are particularly useful for cover staff to help ensure all staff know

how to make the most of each child's play and learning opportunities. Staff regularly assess and monitor children's learning progress to help identify any gaps where children may need support. Assessments are shared with parents regularly, including when they initially start and at regular intervals as they continue in nursery. This keeps parents fully informed and helps involve them in their children's learning. As a result, all children are making good progress given their individual starting points.

Staff plan to introduce new words to children to develop their vocabulary and understanding of words. For instance, they use word, such as 'frosty' and 'icy', as children play and explore water and ice. Staff talk clearly to younger children using short sentences or phrases appropriate for their understanding and development. Some staff have had additional training in enhancing children's communication skills, and many staff are keen to develop their own and children's interest in the use of phonics to further promote children's communication skills. They are aware of good practice guidance to further promote children's speaking and language skills. However, staff do not make use of guidance such as this to develop a coordinated approach to further enhance children's speaking and listening skills. Staff talk clearly to children and listen carefully to them when they share their comments. Older children have confidence talking and singing in small group activities, and younger children delight in hearing rhymes they love to move to. All children show great interest in looking at books and pictures as staff encourage them by reading their favourite stories to them.

Children see clear labels and numbers as they play. Staff ask for children's help in counting plates at mealtimes. They use good quality, well-presented toys and games, such as different coloured blocks and matching games. Younger children experiment with measure and volume as they happily use different sized jugs in water play. Consequently, children are learning how to think critically as they play. They are competent and motivated to use toys with technology, such as when they operate the compact disc player and happily change the discs. They love to listen and move to different music. Parents are well informed about planned activities for children. Staff are alert to real opportunities to involve parents in learning as they fully understand the benefits of working in partnership with parents to promote children's learning. For instance, as staff notice a child's interest in building a pretend birdhouse, they provide a kit to make a real one and invite a parent into the nursery to help build it. This project results in great shared thinking as they follow instructions to make it together. As a result, children are developing a wide range of necessary skills to support their next stage of learning.

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

Children's relationships are managed well in the nursery with an effective key person system and good partnership with parents. Careful management of the playrooms and planned time for older and younger children to mix mean that children play well together. For instance, as an older child is deeply engrossed in their own play with dough, they are joined by younger children. The children talk together and soon an imaginative game of making a pretend birthday cake with candles develops. Older children show confidence and creativity as they lead the singing of 'happy birthday' before asking younger children to blow out the candles. The good relationships between children enhance their learning

opportunities. This results in children developing good social skills and emotional awareness in readiness for starting in school or mixing with other groups of children.

Staff manage children's behaviour well. They have high and realistic expectations of older children and are vigilant and consistent in helping younger children to behave appropriately. For instance, after an older child sneezes they automatically go to the bathroom to dispose of their tissue and wipe their hands before joining in play. Younger children cooperate in wiping their hands and face. Staff are sensitive as they give time for children to practise their developing personal care skills. Children show a good understanding of keeping themselves safe and healthy as they play. For instance, younger children independently choose to relax on the cushions when tired; they take time to get comfortable and cover themselves with a cosy blanket. They rest a little while before being enticed by the wide range of toys they can easily access and choose from.

Children are highly motivated to develop their physical skills. They enjoy the fresh air and display great autonomy as they get their coats from their hooks before trying to put them on. Older children manage well. Younger children show persistence as they try and make good use of the caring relationships with staff as they look to them for help. This demonstrates children have a good sense of belonging and feel safe in the nursery.

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

The provider and staff have a secure understanding of safeguarding issues. The nursery has a range of safeguarding policies and procedures to help ensure that children are appropriately protected. Staff are supported by a lead officer, who regularly updates their knowledge. All staff have training on safeguarding issues and have easy access to the nursery's safeguarding policies and procedures as these are prominently displayed in the staff room for easy reference. Robust recruitment procedures are informed by the provider's attendance on a 'safer recruitment' course run by the local authority. Clear records are held to demonstrate staff suitability; these include clear and comprehensive details of the checks undertaken. Annual appraisals and supervision meetings are used to help monitor the continued suitability of staff and help identify ongoing training needs. As a result, staff are enthusiastic, eager to attend further training and skilled in effectively supporting children to make good progress in their learning and development.

The provider's close contact with the nursery ensures the quality of teaching and learning is regularly monitored. The provider regularly meets with the manager, who works directly with children in the nursery. They are closely involved in staff appraisals and supervision. This gives them an accurate picture of staff performance and helps them to target support for staff, to continuously improve staff performance. New ways to enhance monitoring of staff performance are regularly introduced. For instance, the deputy manager now has dedicated time to examine the quality of staff observations and assessment of children's learning. As part of the nursery's working towards a local quality award, peer observations are beginning to be introduced. This helps staff share good practice and to identify training needs. However, these are yet to be used consistently to further challenge and improve practice.

The provider has well-established relationships with the local authority to help evaluate and support staff professional development. They are currently completing their local quality award and make regular use of training and professional support services to help drive further improvements. The provider's commitment to work in partnership is extended to local schools, other providers and professionals, such as speech and language services, to help ensure all children are fully supported in reaching their full potential. The provider values partnerships with parents and regularly reviews and revises the ways parents are encouraged to be involved in the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY465425
Local authority	Lancashire
Inspection number	922767
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	25
Name of provider	Bright Beginnings Neighbourhood Nursery Initiative Ltd
Date of previous inspection	not applicable
Telephone number	01695735195

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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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