

Bright Skies Nursery

40 New Road Side, Rawdon, LEEDS, West Yorkshire, LS19 6HN

Inspection date	20/11/2013
Previous inspection date	24/02/2011

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

- Staff create a positive and nurturing environment in which children are happy and settled.
- Staff are regularly supervised and their training needs are met so that they are appropriately skilled in teaching and children make expected levels of progress.
- Parents knowledge of their children's likes, interests and development needs is valued and provides a good starting point, which adds to the planning for children's further development.

It is not yet good because

- The educational programmes are not yet monitored effectively to cover all aspects of learning, particularly in mathematics and there is inconsistency in how staff question children to develop their thinking and responses.
- Recruitment processes are not yet robust in appointing auxiliary staff and this compromises children's future safety.
- Ofsted were not notified about the recent change of manager.

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 four playrooms and the outdoor areas.
- The inspector spoke with the proprietor, manager, staff and children at appropriate times throughout the day.
- The inspector conducted a joint observation with the manager.
- The inspector looked at children's records and a sample of documents, including children's assessment files, planning documentation, policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day and from the setting's own parent feedback forms.

Inspector

Joan Haines

Full report

Information about the setting

Bright Skies Nursery was registered in 1994 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a privately owned building in the Rawdon area of Leeds. The nursery serves the local area and is accessible to all children. It operates from ground and first floor rooms and there are two enclosed areas for outdoor play.

The nursery employs 22 members of childcare staff and two auxiliary staff. The manager holds a qualification in Early Childhood Studies at level 6; one member of staff holds a qualification in childcare at level 5; 15 staff members hold appropriate early years qualifications at level 3, two staff members at level 2 and others are in training. The nursery opens Monday to Friday all year round. Sessions are from 7.15am until 6.30pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- implement effective recruitment practices for prospective auxiliary staff, including, appropriate application procedures, following up references and checking the suitability of applicants to work in this childcare environment to ensure children's continued safety
- develop more effective systems to monitor the educational programmes to ensure that all aspects of the areas of learning are covered, particularly in mathematics to ensure that activities are sufficiently challenging for older or more able children and that all children make good progress in the seven areas of learning.

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

- provide more opportunities in mathematics for children, particularly those who are older or more able, to solve simple problems, including, simple addition and subtraction and to begin to recognise numbers from one to twenty, place them in order and say which number is one more than or less than a given number
- further develop staff skills in using open-ended questions to extend children's thinking, speaking and learning.

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

Staff demonstrate suitable understanding of the Statutory framework for the Early Years Foundation Stage in all of the areas of learning. Teaching is appropriate overall, with a good balance of child-initiated and adult-led activities so that children make expected progress in their learning, although mathematics is less well-planned for. Some teaching is good and staff extend children's learning through modelling speaking and giving clear demonstrations. For example, clearly showing the youngest children how to explore cornflour and water, using cups, making marks with a finger and using a spoon to scoop the mixture. There are occasions however, when teaching is less effective in promoting good learning. Questions used to stimulate children's thinking are sometimes closed and some opportunities to promote good progress for all children, including those with special educational needs and/or disabilities are missed. Staff create a warm, caring and nurturing environment and as a result, children are happy, settled and confident. They move around the rooms with self-assurance, concentrate for good periods of time and behave well. Children speak and listen appropriately and some staff effectively use open-ended questions to extend their thinking and vocabulary. For example, as children discussed what they would like for Christmas, one child eagerly replied ' a baby'. This was skilfully

extended by asking 'what toys would you like for the baby?' The indoor environment is rich in the written word and children successfully recognise their names on coat pegs and flash cards. They actively look at books together and demonstrate good habits in enjoying books and make good progress in beginning to write. Children make suitable progress overall in mathematics and skilfully recognise shapes, sort and match toys and count to 10. However, there are limited opportunities for older children to begin to recognise and use numbers to 20 and to solve simple problems, such as 'more than' and 'less than' and simple addition and subtraction.

Children's knowledge and understanding of the world is progressing suitably through walks in the locality and outings to the park. They effectively learn about other cultures, through celebrating different festivals. The provision for children's creative development is strength. Staff provide many stimulating activities and children effectively express their artistic ideas through exploring malleable play resources, feathers and playing with animals in hay. The promotion of sensory experiences is a particular strength and children eagerly play with musical instruments, cubes containing different colours of water, look at themselves in mirrors and effectively notice different textures and smells. In the outdoor area children enjoy climbing, exploring a 'look out tower' and using wheeled toys regularly and their physical skills are developing well. Children make good use of role play resources, chalk boards, chalks, balls and bottles and their imaginative play, writing and counting skills develop well in the outdoor learning environment.

Staff observe children's progress regularly and systematically record their achievements on wall displays and in children's files. This information is often used well to plan activities that are well-matched to children's needs and effectively promote the next steps in their learning. However, assessment and planning methods are not yet accurate enough to ensure that mathematical activities are sufficiently challenging for older or more able children. Children are generally eager and ready to learn because staff provide appropriately varied activities that motivate them to take part well both indoors and outdoors. The nursery has positive links with local schools whose staff visit regularly to talk about school, showing pictures of classrooms and this suitably supports children in their readiness for school. When children enter nursery, staff actively seek information from parents in a written form, 'All about me'. This is used well by staff to understand children's starting points and to appropriately plan for their care, development and learning needs. As a result, children settle happily and quickly into nursery. Staff provide a welcoming environment for parents and carers and this encourages good daily communication and sharing of information at the start and end of sessions so that children make continuous progress at home and at nursery. At the end of their time in nursery parents are given a personalised file of their child's progress containing photographs and examples of work that make this a unique record of each child's learning and development.

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

The key person system is working well. Staff create a safe and secure environment for children and this is consistent with their shared vision to be a child-centred nursery. There are positive attachments and relationships between children and their key person and this

ensures that all children are happy and emotionally secure. Informative wall displays show the key worker relationships, including photographs of children and their achievements and this provides useful information for parents about who their child's key person is and their child's recent progress.

There are clear and effective daily care, development and learning routines in all rooms and this effectively ensures that children know what to expect and consequently they are emotionally secure. Quiet music is played in the baby room and this has a calming and soothing effect on them so that they explore, play and sleep well. Parents report that children enjoy coming to nursery and the high priority given to ensuring children are settled, nurtured and happy is evident throughout the nursery. Expectations of children's behaviour are consistent across the nursery and children behave well and take a full part in everything the nursery provides for them. Key persons speak with pride about the progress and achievements of children in their development and learning. Staff skilfully ensure that children are well-prepared emotionally for the next stage of their development and learning. When each child moves between rooms in the nursery, their individual profile is passed on to the next key worker, effectively providing continuity of care and development. Through regular visits to the next room children are effectively introduced to the new environment before they move there.

Children are appropriately supported in the development of their independence in hygiene and self-care. They learn to visit the toilet independently and wash their hands before meals. Younger children and those who need personal care assistance are well-supported by staff. Children are becoming aware of how to keep themselves safe to some extent, for example, as they are reminded to use the outdoor equipment with care especially in wet weather and to walk between activities in the indoor rooms. Staff ensure that children actively exercise outside as often as possible and this contributes positively to a healthy experience for them. Children enjoy sitting together round the lunch table with staff and they are provided with healthy and balanced meals skilfully prepared on-site by the cook. All children have their own individual beaker brought in from home and they have good access to water, juice and milk at various times in the day. Older children effectively learn to pour water for themselves and learn to drink when needed. There are daily written risk assessments in each room and these are appropriately monitored by senior staff. Staff in each room also undertake appropriate regular assessment of the safety of the environment as they progress through the day. These measures ensure that the environments are safe and children's safety is assured in practice. The nursery holds a Local Authority five star award for food hygiene and effectively promotes healthy eating on a daily basis. Children's care needs are well-provided for and all children are provided with good opportunities to sleep in quiet areas or to take rest in a comfortable area as appropriate.

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

This inspection was brought forward as a result of concerns relating to the management and standards of the nursery provision, qualifications, skills, training and support of staff. The inspection found that a new manager has been appointed recently who has high level

qualifications and experience in early years. In a short space of time the manager is having a positive impact on the nursery, for example, through introducing effective supervisions. However, Ofsted were not notified of this recent change of manager and this is a breach of the requirements of both the Early Years Register and the Childcare Register. Through supervisions, staff meetings, a 'buddy' system for new staff and effective training courses, the nursery ensures appropriate application of policies and procedures are in practice. Lines of accountability are clear and children's safety is secured since staff are clear who to report to if they are concerned about a child's well-being or safety. There is a positive policy relating to staff training and development to ensure the continued professional development of staff and as a result, children make expected levels of progress.

Since the last inspection improvements have been made to the outdoor areas. All outdoor areas are used well to promote children's physical development and effective learning in other areas of the curriculum. Partnership with parents, families, other outside agencies and partners has been improved since the last inspection. The nursery values the involvement of parents and consequently children's learning is continuous at home and in nursery. Families are invited to take part in the organisation of special events, such as an Easter celebration and there is a Father's Day event once a year when fathers are invited to join activities with their children. The nursery has established good links with the local Children's Centre and Local Authority Early Years Advisers and this has a positive impact on provision, bringing different ideas for development into the nursery.

The safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are well-understood and evidenced in practice. There is a clear safeguarding policy, which is prominently displayed near the staff room. This effectively states what actions and procedures staff follow if they are concerned about a child's safety or well-being. Staff demonstrate suitable awareness of who to report to if they have any concerns about a child and there are suitable daily practices to ensure children are safe, happy and well. The manager is the designated lead for safeguarding in the setting and has an appropriate understanding of child protection and safeguarding policies and practices. However, recruitment procedures are not fully robust in ensuring that all staff, including auxiliary staff are well-qualified and suitably skilled. Appropriate recruitment practices, including effective application procedures, checking of references and suitability checks are not routinely carried out for prospective auxiliary employees and consequently, children's future safety is compromised.

The manager is suitably aware of the need to monitor the educational programmes and the quality of teaching. There are effective working relationships between the manager and staff and this provides a sound basis for the further development of nursery provision and practice. However, systems for monitoring the educational programmes and the quality of teaching are not fully effective. They do not yet ensure good coverage of all aspects of all of the areas of learning, particularly in mathematics, for older or more able children and that the quality of teaching is consistent across the nursery. The manager has started to review the assessments and progress records of children's learning and development. There are appropriate plans to further develop staff practice in accurately providing for the next steps in learning. However, these are not yet fully effective in ensuring that the activities provided in mathematics are sufficiently challenging for older

or more able children or to ensure that all children, including those with special educational needs make good or outstanding progress in all of the areas of learning. Safeguarding is given a high priority in staff continued professional development and appropriate training is provided to ensure that all staff, including new members of staff, keeps children safe. The manager has high aspirations for the nursery and good ideas for future developments. Through effective self-evaluation, reflection and regular staff meetings actions for improvement are identified and the manager is gaining a clear view of strengths and areas for development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment a new manager of childcare on non-domestic (compulsory part of the Childcare Register)
- inform Ofsted of the appointment a new manager of childcare on non-domestic (voluntary part of the Childcare Register).

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	319368
Local authority	Leeds
Inspection number	942521
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	77
Name of provider	Bright Skies Nursery Limited
Date of previous inspection	24/02/2011
Telephone number	0113 2507969

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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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