

Bright Skies Nursery

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

Inspection date	16/07/2014
Previous inspection date	20/11/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff know children well and plan effectively to meet their current interests and developmental needs, which means all children make good progress given their starting points. As a result, children are well prepared for the next stage in their learning.
- The effective key-person system and staff's caring and sensitive manner help children to form secure emotional attachments. As a result, children are happy, confident and self-assured.
- Children's needs are effectively met by enthusiastic staff, who are supported well by the strong leadership and management team.
- Staff fully understand the arrangements for safeguarding. They are clear about the procedures if they have a concern about a child in their care, which means children are safeguarded.

It is not yet outstanding because

- There is scope to promote independence skills further for younger children by enhancing the opportunities they have at mealtimes to take a more active role.

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 viewed all areas accessed by children, including the outdoor environment.
- The inspector observed teaching and learning activities and spoke to children at appropriate times during the inspection.
- The inspector met with the manager and owner and looked at children's development records, evidence of suitability and qualifications, and a range of other policies and procedures.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Donna Green

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 rooms on the ground floor and first floor of the premises, and there are two enclosed areas for outdoor play. The nursery employs 18 members of childcare staff and two auxiliary staff. The manager and two other members of staff hold an appropriate qualification at level 6, one member of staff holds level 5, and nine hold level 3. 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 86 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- build on opportunities for children aged two to three years to further develop their independence skills, for example, by promoting self-serving food and enabling them to pour their own drinks.

Inspection judgements

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

Staff have a good knowledge of how children learn and effectively promote and support their development. Staff effectively engage with parents to discuss children's current stage of development and their interests when their child first starts. They spend time assessing children's starting points through ongoing observations. These enable staff to fully understand children's needs. Consequently, the activities that are planned and provided are challenging and engage children well. Procedures for planning and assessment are effective, and as a result, children's next steps in learning are well addressed through purposeful planned activities and continuous provision within the learning environment. This ensures that all children's differing abilities and interests are catered for. Children are making good progress in all areas of learning and are well prepared for their next stage of development and eventually school. There is a good mix of adult-led and child-initiated activities, enabling children to learn through variety. Children have access to a wide range of resources and materials that are suitable for their age and stage of development. Babies and younger children freely access messy play, books, construction blocks and heuristic play items. Older children enjoy playing in sand and water, investigating magnetic forces in the science area and role play in the travel agents.

The outdoor play areas are extensively resourced with a variety of good quality equipment and materials. Since the last inspection a purpose-built mud kitchen has been installed. This has had a positive impact on children's overall learning and development. For example, children make soup with soil, they count as they add water, stir the mixture and engage in conversation with staff about what they are doing. As a result, children are playing creatively, exploring and developing their own ideas. The seven areas of learning are supported well, both indoors and outdoors. Equipment is well organised, helping to effectively promote independence and learning and development for all ages. Bright and interesting displays celebrate children's achievements and support further learning. For example, interactive mathematical displays throughout the nursery promote babies' and younger children's awareness of numbers through rhyme and help consolidate older children's ability to order items by height and by problem solving. Large and small physical play equipment enables children of all ages to practise climbing and sliding skills. Physical development is strong and children are well supported in this area.

Since the last inspection staff have attended in-house training about using open-ended questions to children in order to extend children's thinking, speaking and learning. As a result, staff communicate with children enthusiastically and effectively by asking open-ended questions and giving children the time they need to respond. For example, during outdoor play the children dig for worms and the practitioner asks 'what do we have to do to find the worms?' and 'where do you think the worms may be?' As a result, children are encouraged to think critically and develop their own ideas as they begin to talk about worms and how they need to dig deeper. Staff have a good knowledge of the Early Years Foundation Stage and are skilful at extending learning and providing opportunities for further development. For example, while looking at pictures of solid coloured balloons with children staff effectively extend the activity and teach children about lighter and darker shades of colour. Together they look for different shades, and as a result, children are creatively learning about the spectrum of colour. Communication development is promoted by staff who communicate consistently well with children, introducing new vocabulary as they speak. For example, while younger children investigate a foam substance, staff talk them offering descriptive language, such as 'squash' and 'squeeze', to accompany their actions. Children are also encouraged to communicate and friendships are well established. Consequently, children play cooperatively together and are socially confident. Parents are fully engaged in children's learning and there are plenty of opportunities for discussion regarding development and individual needs. Staff share children's learning profiles and planned activities, and provide them with information about the Early Years Foundation Stage. As a result, parents are involved in children's learning and can continue learning in the home.

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

Children are happy, confident, independent and enjoy their time at nursery. They have formed close attachments with staff and often seek out familiar adults for reassurance and support, should it be required. Staff respond warmly to their physical and emotional needs, and as a result, children are happy, confident and self-assured. Positive relationships are extended between parents and staff, reinforcing the emotional well-being of children. The key-person system is effective and parents are aware of their child's key

person and the role they play. Effective systems are in place to support children as they move rooms, such as discussions with new key persons and settling-in visits. Parents are informed of the process and invited to spend time with their child in their new room. Consequently, children experience continuity and consistency of care and learning. Settling-in procedures are flexible and communication regarding children's needs and routines is well documented. Parents complete an 'all about me' booklet to communicate their child's current stage of development, needs, likes and dislikes. As a result, children are well cared for by attentive and informed staff. Staff prepare children effectively for their move to school. They read stories about this important event and offer role-play opportunities for children to explore their feelings at such times. Staff speak to parents and prospective teachers and ensure children have the independence skills required for school. As a result, children are confident and make a smooth transition to the next stage in their learning.

Children of all ages are well behaved because staff expectations are consistently clear. These expectations are communicated to children through good behaviour displays and room rules. Consequently, children show a secure level of understanding and behaviour is consistently good. Children develop a good understanding of the importance of adopting a healthy lifestyle. They have plenty of outdoor play, exercise and fresh air and they eat a variety of healthy meals, which are prepared freshly on site by a nursery cook. As a result, children's good health is promoted through a balanced and nutritious menu, and children learn how to make healthy choices. Children manage their own hygiene needs well and fully understand the importance of washing their hands before meals, in order to maintain hygienic standards. Mealtimes are a social experience where children sit with staff and engage in conversation with their peers. Older children are independent at mealtimes they self-serve their food and pour their own drinks. Babies and younger children are supported to be independent with learning how to feed themselves with spoons. However, children aged two to three years do not always have opportunities to develop their independence skills during mealtimes as food and drink are served for them. The staff teach children how to be safe in the sun and tell them the reasons why they need to wear hats, sun cream and drink lots of water. As a result, children are learning about sun safety and keeping themselves safe effectively.

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

Since the last inspection the management team have implemented weekly room meetings, planning meetings and monthly staff meetings. As a result, staff communication is very good and effectively supports positive change within the provision and practice. The manager has also attended training on monitoring children's progress within the Early Years Foundation Stage and implemented tracking cohorts of children's progress. This ensures that the educational programmes are appropriate and children's needs are met. As a result, children are engaged in their learning and make good progress. The appraisal system is good and all staff are encouraged to access training to further increase their skills. For example, a member of staff, who has been promoted to room leader, attended management and leadership training to support her in her new role. An effective staff observation system is also in place and staff are offered a programme of training. As a

result, the staff team make positive use of self-evaluation and ongoing training to build upon their good practice and ensure that children continue to benefit from improvements made at the nursery.

Since the last inspection the manager has successfully met the actions that were raised. For example, she has updated the policy and procedures for recruiting new staff and introduced new induction procedures for new staff. This ensures that prospective staff are fully vetted, references are sought and new staff are fully supported in their new role. Staff know their role and responsibilities concerning safeguarding and are aware of the procedures for dealing with any safeguarding concerns. Staff have access to a bank of safeguarding information and they are well supported through regular in-house safeguarding updates and through further safeguarding training. The nursery ensures access to the premises is kept secure and that all staff, children and visitors sign in when inside the nursery. A range of policies and procedures are in place, including a clear safeguarding policy. All staff take responsibility and complete risk assessments to promote children's health and safety inside the nursery, as well as outside. Systems for self-evaluation, monitoring and evaluating the nursery's practice are in place, which enables the management team to identify their strengths and any areas for future development.

The partnership between parents and the nursery is very good. Parents are kept informed about daily routines, activities and menus. Each room within the nursery has a parent board containing information about key persons, the Early Years Foundation Stage, planning and newsletters. Parents are well informed about their child's progress they have access to their child's learning profile and attend parents' evenings. Parents are happy with the information they receive about their child's development; they feel communication is good and state that their child is making progress. Parents are encouraged to contribute to their children's progress records and become involved in the sharing of the children's learning and development. Partnerships with schools are firmly embedded. Teachers visit children, and the nursery has information books about local schools that are shared with the children. The nursery completes a summary progress report for children who are leaving to go to school and these are passed to parents and sent to local schools. Staff also have access to specialised professionals when additional support is needed for children.

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	319368
Local authority	Leeds
Inspection number	962707
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	86
Name of provider	Bright Skies Nursery Limited
Date of previous inspection	20/11/2013
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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