

Bright Beginnings Nursery

Birleywood Digmoor, Skelmersdale, WN8 9HR



Inspection date

25 November 2015

Previous inspection date

28 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children enjoy playing with a wide selection of good quality toys and resources. Activities are based on children's interests and the environment is adapted to support their learning well. This helps motivate children and they explore freely.
- Staff form secure and trusting bonds with children and parents. Good relationships with other agencies and professionals involved in children's learning and care are firmly established. Children make good progress; their educational and care needs are effectively met and they are supported in their ongoing development.
- Children have many different opportunities to be physically active and are supported to lead a healthy lifestyle. They have access to a well-resourced outdoor area and are taken on many different visits in the local community.
- The manager and staff have a clear vision for the nursery. Action plans highlight areas that they would like to improve. Parents and children are regularly asked to share their views and contribute their ideas on the quality of service provided.

It is not yet outstanding because:

- Staff do not maximise opportunities to share information about children's progress with parents and support them to extend children's learning at home even further.
- The manager has not yet fully evaluated the progress made by different groups of children.

What the setting needs to do to improve further

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

- strengthen the systems for sharing information with parents about their children's ongoing progress and provide even more opportunities for them to extend their learning at home
- evaluate the progress made by different groups of children and use the information gained to ensure that any possible gaps in children's learning are quickly closed.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as the nursery's self-evaluation, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to the staff and children throughout the inspection.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Donna Birch

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Policies and procedures are understood and effectively implemented by all staff. A robust recruitment procedure is in place and a thorough induction programme is completed. Staff are well supported through effective monitoring and supervision. The management team are dedicated and have high expectations; staff observe each other's practice and use this to help raise teaching standards. Overall, the management team monitors the progress made by different groups of children well. All children, including those who are disabled or have special educational needs, make good progress in their learning from their starting points.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They observe children as they play and plan well, using their good knowledge of children's interests. Children play purposefully and demonstrate good communication, language and literacy skills. For example, in the role-play area they pretend to be mummies and daddies. They make meaningful marks as they use paper and pens to write shopping lists and letters to Santa time. Older children use descriptive language effectively to elaborate their ideas. Staff use effective questioning to widen children's vocabulary and extend their ideas. Babies are active explorers. They are supported by staff to develop their physical and social development well. Babies' attempts at communication are sensitively addressed by staff. For example, when they lift up their arms, staff pick them up and cuddle them. Staff encourage children to count during everyday routines. This contributes to children learning effective mathematical skills.

Personal development, behaviour and welfare are good

Children's individual needs are very well met. Effective settling-in sessions ensure that the move from home to the setting is smooth. Staff make good use of verbal conversations with parents, to keep them informed of their child's care. Children are well behaved and thrive on the individual attention received from the staff, who consistently boost their confidence and self-esteem. Staff have high expectations of the children and encourage them to be independent. Staff give children appropriate responsibility to undertake tasks, such as helping to tidy up and preparing the table for snack time. Children also purchase fresh fruit and vegetables and use them to make healthy meals. Children develop good self-care skills and are competent in managing their personal needs relative to their ages. Children access resources and confidently move between the indoor and outside environments with ease. This significantly helps to support children's all-round learning and development.

Outcomes for children are good

Timely and accurate observation and assessment are securely in place and used well. This helps staff ensure the outcomes for all children are good. Children make at least typical progress and are prepared for the next stage in their learning and school.

Setting details

Unique reference number	EY454220
Local authority	Lancashire
Inspection number	1028741
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	71
Number of children on roll	49
Name of provider	Bright Beginnings Neighbourhood Nursery Initiative Ltd
Date of previous inspection	28 May 2013
Telephone number	01695725551

Bright Beginnings Nursery was registered in 2012. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 to 5. One member of staff holds Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

