

Inspection date	20 April 2016
Previous inspection date	24 February 2015

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not have a sufficient understanding of the safeguarding and welfare requirements. They do not know the policy and procedure to follow if an allegation is made against a member of staff. As a result, children are not fully safeguarded.
- Arrangements are not in place to ensure the required progress check is completed for all two-year-olds. This results in children's individual learning and development needs not being fully met.
- Teaching is not monitored effectively to ensure that quality is consistent throughout the nursery. For example, some staff do not offer activities which are appropriate for the children's age or stage of development.
- Assessment of children's development is not used to plan opportunities to support them to move on to the next stage in their learning.
- Leaders and managers do not ensure existing staff are suitable to fulfil the requirements of different roles when they take on positions they were not originally appointed to.

It has the following strengths

- A few staff organise some specific play opportunities to create an inclusive environment. This helps children to play together including children who have special educational needs or disability.
- Children form secure attachments. Adults know children well and they develop close relationships. This helps children to feel secure and enjoy their time at the setting.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure all staff know and understand how to implement the policy and procedure to safeguard children in line with the guidance and procedures of the relevant Local Safeguarding Children Board (LSCB). This is with particular regard to allegations being made against a member of staff 	01/05/2016
<ul style="list-style-type: none"> ■ ensure that assessment of children’s development is used to plan opportunities to support children to move on to the next stage in their learning 	01/06/2016
<ul style="list-style-type: none"> ■ monitor the quality of teaching in order to bring about improvement in the quality learning and development experiences for children 	01/06/2016
<ul style="list-style-type: none"> ■ ensure all staff complete the required written summary of children's progress between the ages of two and three years, and share this with parents to meet their children's learning needs 	01/06/2016
<ul style="list-style-type: none"> ■ put effective systems in place to ensure that people looking after children have the skills and knowledge to fulfil the requirements of their roles. This is with particular regard to when staff change from the role they were originally appointed to. 	01/06/2016

Inspection activities

- The inspection was carried out following concerns raised about the provider's ability to meet requirements of registration and provide a quality provision for all children.
- The inspector observed children during their play.
- The inspector spoke with parents and took account of their views.
- The inspector spoke with staff and children and held a meeting with the manager.
- The inspector completed a joint observation with the manager.
- The inspector looked at a range of records, policies and procedures and evidence of staff suitability.

Inspector

Pauline Nazarkardeh

Inspection findings

Effectiveness of the leadership and management is inadequate

The provider does not demonstrate a suitable understanding of the safeguarding and welfare requirements. The arrangements for safeguarding are not effective. Staff are able to identify possible forms of abuse and the risks these pose to children. However, some staff, including those with designated responsibility for safeguarding, do not know the procedures to be followed in the event of an allegation being made against a member of staff. There are adequate procedures in place to check the suitability of staff which includes obtaining disclosure and barring service (DBS) checks and verifying identity. However, the recruitment of existing staff into new roles does not show how their current skills and knowledge enable them to take on additional responsibilities to fulfil the requirements of these roles. The newly appointed manager is working closely with the local authority's advisory team as she implements a detailed improvement plan. The plan accurately identifies most of the areas that need to improve. However, it is too soon to see the impact of changes. Staff meetings and supervisions are used to discuss the improvements required. The nursery is at a very early stage of helping staff to evaluate the impact of their teaching on the progress children make. This is because systems to monitor the quality of teaching and children's progress are not used consistently well. For example, the manager has failed to identify that some staff are not always completing the two-year-old progress check for all children.

Quality of teaching, learning and assessment is inadequate

Not all staff have a secure knowledge and understanding about how to promote children's learning. They fail to regularly establish what children know and can do when they first start at nursery or assess effectively and plan the next steps in children's learning. For example, they do not always plan for children who speak English as an additional language. As a result, children do not have enough opportunities to develop their communication skills. Staff do not plan activities that stretch and challenge older children's learning. As a result, children lose interest and they do not develop the concentration and perseverance skills they need for their future learning. Older children are aware of risks in the environment. For example, before going on an outing they think about what the dangers might be. When they return, they are able to identify what they found when they say 'there was a piece of glass in the mud'. Children are provided with some opportunities to become independent. They find an apron for water play, use the toilets with little staff support and older children are able to dress themselves for outdoor play.

Personal development, behaviour and welfare require improvement

Children settle quickly and join in with some of the activities on offer. However, throughout the day some children are not sure what to do and wander around the room with little or no interaction from staff. Care routines encourage inclusion and ensure that children with special educational needs or disability are able to participate in the activities on offer. Children enjoy art activities and talk about where they will go in the rocket they are making. Children are learning to identify risks because adults teach them about keeping the environment safe. Children learn to respect others and they show concern for their friends. For example, after a minor accident staff talk to the children about what

changes need to be made to stop other children having the same experience. Arrangements for meals and snacks help children to eat healthily. The menu is updated, taking into account the views of parents and ensuring that children's dietary needs are met. Parents spoken with during the inspection appreciate the use of the key person system in sharing information about their child's learning and development.

Outcomes for children are inadequate

Children do not make the progress they should in their learning because adults do not plan activities to meet their different learning needs. For example, older children are not always provided with sufficient challenge and as a result they do not have the full range of skills they need to be ready for the move to school. Two-year-old children do not make as much progress as they could because staff do not accurately identify their needs and organise activities to meet them. Children form firm friendships within the nursery and they are happy and settled. In the baby room, children develop close, affectionate relationships with staff and begin to become aware of their own needs.

Setting details

Unique reference number	EY469239
Local authority	Waltham Forest
Inspection number	1044808
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	36
Number of children on roll	49
Name of provider	Bright Futures Day Nursery Highams Green Limited
Date of previous inspection	24 February 2015
Telephone number	07949133808

Bright Futures Nursery Highams Green registered in 2014. The nursery is open every weekday from 8am to 6pm, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged three and four years. The nursery supports children who speak English as an additional language and has systems in place to support disabled children and those with special educational needs. The nursery employs ten staff; of these, seven hold appropriate qualifications. The provider currently employs 10 staff members; the majority of whom have suitable childcare qualifications.

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