

<b>Inspection date</b>	19 October 2016
Previous inspection date	20 April 2016

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders and managers have made appropriate changes since the last inspection. However, staff are at an early stage of implementing these improvements in order to bring about positive and sustainable change. This means teaching, for example is not yet consistently good.
- Communication with parents about their child's care and learning has not been effective enough during the recent changes in the organisation of staff. As a result, parents are not consistently involved in supporting and contributing to their child's learning.
- Leaders and managers are not consistently tracking children's progress. They do not use information from tracking to identify and take action to address any gaps in children's learning in order to help them to catch up.

### It has the following strengths

- Children who have special educational needs and/or disabilities are supported well. Staff work with other professionals to make sure children get the additional help and support they need.
- Children learn how to keep themselves safe and move around safely as they play and learn in the outdoor play area.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ ensure the key person system is fully implemented, maintained and effectively meets children's individual care and learning needs.	04/11/2016

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

- improve the support provided to staff to help them enhance their teaching as fully as possible
- improve the arrangements for checking the progress children make and use this information to support all children to achieve as well as possible.

### Inspection activities

- The inspector observed activities -throughout the nursery. She accompanied the deputy manager to the communal outdoor play area to conduct a joint observation.
- The inspector spoke with staff and children at suitable times throughout the day.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those relating to checks on the suitability of staff.
- The inspector spoke with parents and took account of their views and written feedback to the nursery.

### Inspector

Catherine Greene

## Inspection findings

### Effectiveness of the leadership and management requires improvement

The nursery has recently undergone a change in senior leadership. Leaders have begun to review procedures including those for staff induction and supervision arrangements. Systems to observe and monitor the quality of teaching have recently been introduced. These are helping staff to make changes and improve their practice, which is beginning to benefit the children. Staff use self-evaluation to reflect on the quality of provision. For example, they are currently developing outdoor play experiences and making sure children get opportunities to play outside every day. Safeguarding is effective. Staff have attended training and have a good knowledge of how to follow local safeguarding procedures. Staff secure early help promptly if they have concerns about a child's welfare or development.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is not consistently good. Staff are at an early stage of gaining confidence in using a new assessment system to check what children know and can do. They do not use this information consistently to identify gaps in children's learning and plan challenging activities to help them progress as well as possible. However, staff use some effective teaching methods. Staff model language clearly, demonstrate tasks and make suggestions to extend children's ideas. Staff are enthusiastic as they engage positively with children and help them to recall experiences from home. Children enjoy group activities and extend their mathematical and communication skills. For example, they enjoy a water activity weighing and predicting if items will float or sink.

### Personal development, behaviour and welfare require improvement

Changes in the staff team mean that the arrangements for key persons to work closely with children and parents are not fully established. Staff do not have systems in place to keep parents well informed about their child's progress. However, staff care for children according to their individual needs and relationships with parents are positive overall. Children are beginning to learn about expected behaviour such as how to share and take turns. This is because staff have recently introduced some positive approaches, such as using visual prompts for good listening. Children are offered healthy snacks and lunches that they really enjoy. Children build on their good physical skills, for example, as they drive the cars and negotiate the colourful circuit in the communal outdoor play area.

### Outcomes for children require improvement

Overall children make steady progress. However, systems to monitor progress are new and not yet fully effective. Staff do not monitor how well different groups of children are achieving to ensure that all make as much progress as they possibly can. Children gain some of the skills that help prepare them to be ready for school. They use their language skills and listen well as they engage in activities. Children show confidence when choosing resources and deciding where they want to play.

## Setting details

<b>Unique reference number</b>	EY469239
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1075584
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Bright Futures Day Nursery Highams Green Limited
<b>Registered person unique reference number</b>	RP908997
<b>Date of previous inspection</b>	20 April 2016
<b>Telephone number</b>	020 3719 4562 or 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 nursery supports children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs five staff; of these, four hold appropriate qualifications.

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