

## Inspection date

7 July 2017

Previous inspection date

19 October 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Since the last inspection, there has been a change of manager and new staff, which has had a positive impact on the organisation and smooth running of the setting.
- Staff receive good levels of support and training. They have a good understanding of their role in supporting children's learning, and the quality of teaching has improved.
- Children show a real interest in learning and discovering new things. They make good progress and achieve well in the different areas of their development.
- Relationships on all levels are good. For example, the new key-person system promotes caring and trusting relationships between staff and children and positive working relationships with parents.
- Staff work well with other professionals to support children who have special educational needs and/or disabilities to achieve their individual targets and make progress.
- All staff attend relevant child protection training and demonstrate a secure understanding of their role within this, including the procedures for making a referral.

### It is not yet outstanding because:

- Staff do not provide opportunities for children to extend their knowledge and understanding of the world, such as people from different backgrounds and cultures.
- Staff do not take all opportunities to extend children's mathematical skills, such as sorting, matching and counting, during their everyday routines and activities.

## What the setting needs to do to improve further

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

- extend opportunities for children to broaden their understanding of the world and learn about people from different communities and backgrounds
- use all opportunities to further extend children's understanding of different mathematical concepts.

### Inspection activities

- The inspector observed the quality of teaching in the indoor and outdoor learning environments.
- The inspector spoke to the manager and staff, and engaged with children at appropriate times during the inspection.
- The inspector looked at various documents, including staff suitability records, children's files, and some written policies and procedures.
- The inspector and the manager jointly observed children and staff as they engaged in activities, and discussed the quality of their interactions.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Samantha Smith

## Inspection findings

### Effectiveness of the leadership and management is good

The newly appointed manager has implemented positive improvements throughout the nursery. A programme of professional development is now fully in place and has made a positive contribution towards improving the quality of teaching across the staff team. Staff have regular supervisions and frequent opportunities to attend relevant training. Staff working with babies and children who have special educational needs and/or disabilities have attended training to improve their knowledge and understanding. This has enabled them to be more effective in their roles. Safeguarding is effective. There are robust procedures for checking the suitability of all staff, and staff are carefully deployed according to their skills and experience. Self-evaluation is used well to improve practice. The new tracking system demonstrates clearly the progress children are making. Parents are kept fully updated about their children and nursery events, and they share information with staff about their children's learning at home.

### Quality of teaching, learning and assessment is good

Staff organise the learning environments well to provide children with a good balance of experiences across the different areas of learning. Staff organise resources effectively to encourage children's independence, and children move around freely engaging in all areas. Babies enjoy exploring the texture of paint, sand and natural resources such as pine cones. Older children explore with technology, enjoy drawing and practise writing. Staff keep up with children's interests and learning through accurate observations and assessments, and they use the information to plan activities to move children on in their development.

### Personal development, behaviour and welfare are good

Children are developing well in their social and emotional development as they grow into capable, confident learners. Babies are given the freedom to move around and make choices about their play, and older children are becoming independent in assisting their personal needs. Staff manage children's behaviour sensitively and provide them with clear and appropriate explanations, to support their levels of understanding. Children learn to share, take turns and play cooperatively with others. Their health and well-being are promoted well. For example, they enjoy nutritious snacks and meals provided by outside caterers. Children have regular opportunities to engage in physical play and outdoor activities. Staff carefully risk assess the play area before taking children outside.

### Outcomes for children are good

All children, including those from identified groups, make good progress and are working comfortably within the typical ranges of development for their age groups. Babies gain confidence in their physical abilities, for instance, as they learn to stand and practise walking. Older children demonstrate key skills to support the next stages of their learning and move to school. For example, some children display early reading and writing skills. They can write their names and are beginning to explore letters and sounds. Others enjoy listening to stories and engaging in role-play activities.

## Setting details

<b>Unique reference number</b>	EY469239
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	1077788
<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>	1 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	21
<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>	19 October 2016
<b>Telephone number</b>	020 3719 4562 or 07949133808

Bright Futures Nursery Highams Green registered in 2014. The nursery is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs seven staff. Of these, four hold appropriate qualifications at level 4.

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](http://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](mailto: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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://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](http://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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

