

Bright Kids Day Nursery

Inspection report for early years provision

Unique reference number	159439
Inspection date	25/11/2010
Inspector	Rufia Uddin
Setting address	1 The Square, High Road, Leyton, E10 5NR
Telephone number	020 8558 0666
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Bright Kids Day Nursery was registered in 2001. It operates from three rooms; a baby room, toddler room and pre-school room. The premises are purpose built, located at the Asda shopping complex in Leyton in the London borough of Waltham Forest. The nursery provides care for parents who are employed by Asda supermarket. In addition to this, childcare is offered to families living in the locality who require day care.

The nursery is open each weekday from 8:00am to 6:00pm for 51 weeks of the year. There is a secure enclosed outdoor play area. The nursery is registered to provide care for a maximum of 50 children in the early years age group. There are currently 44 children in the early years age group on roll; of these, 16 are in receipt of funding for nursery education. Children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language. There are currently no children with special educational needs and/or disabilities on roll.

There are 14 members of staff working with the children; of these 12, including the manager, hold appropriate early years qualifications. One member of staff has a level 5 qualification foundation degree and two members of staff are working towards Early Years Professional Status. Two of the staff members are working towards their level 2 qualifications. The nursery receives support from the early years team.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individuality is fully recognised, valued and celebrated throughout the nursery. Secure registration and induction procedures help to establish effective links between home and the nursery. Staff maintain good relationships with a wide range of agencies to support every child and help nurture their personalities, skills and abilities. Policies and procedures are embedded in practice to promote children's welfare and learning. Self-evaluation ensures priorities for improvement are continually identified, monitored and reviewed for the benefit of the children who attend the nursery.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further develop opportunities to promote children's awareness of disability
- further develop opportunities for parents to be informed about their child's next steps for development and how they can support this in the home to help them to play a more active role in their child's learning at home.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted by robust safeguarding procedures. These are reviewed regularly and the good induction procedures for staff and parents ensure that the nursery's responsibilities are clearly understood. Designated staff keep up to date with training, and staff meetings help to ensure that all are able to work together to protect children. Robust risk assessments that cover all aspects of the environment that children come into contact with are in place. Written policies and procedures on safeguarding children are in place and these include what to do in the case of an allegation being made against a member of staff. Staff have an understanding and awareness of the procedure to follow in the event of having a concern about a child in the nursery and the records to keep. Robust recruitment procedures ensure that staff are suitable to work with children and are appropriately qualified. All required documentation that promotes children's health, safety and well-being is in place. Details of children are kept secure and confidential and all necessary written parental permissions are in place. Resources are easily accessible for all children. Records of incidents are recorded, shared with parents and kept confidential. Details of authorised people to collect children are recorded and a password system is set up for carers. Staff are well deployed to ensure children's safety. Children benefit because staff have first aid qualifications. The management team effectively deploys staff into key worker groups to ensure a high quality of care and education is provided. Staff are good role models; they work as a team and are motivated to ensure the needs of each child are met. Designated staff are responsible for child protection, for children with learning difficulties and/or disabilities, and for fire safety and equal opportunities.

The nursery has closed-circuit television security and each playroom is designed as a child-friendly environment. The nursery has an inclusive approach and welcomes all children and families into the setting. Children are provided with a bright and stimulating environment with lots of pictures, art work, posters and labels on display. Group rooms are set out with good quality play resources covering the six areas of learning. Staff arrange the resources within the rooms so children can access them. Staff effectively use the outside play space, taking books and painting materials outside to enable children to continue their creative activities. The nursery takes children on recreational trips to extend their learning experience, for example going to the local library, fire station, supermarket and farm.

Staff have a good working knowledge and understanding of the Early Years Foundation Stage, consequently children are progressing well in their learning and development. Staff complete detailed observations and assessments that link clearly to the planning of activities. They identify children's starting points, next steps and interests, however parents are not fully informed about their child's next

steps for development, and how they can support this in the home, to help them to play a more active role in their child's learning.

Staff work closely with parents to ensure they have a good understanding of children's background and needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required so that equality and diversity are promoted well. Children who speak English as an additional language are supported well, for example staff learn a few key words of the children's first language to help them understand what children say and need. The diverse staff team positively reflects the backgrounds of the children attending the nursery. Children get to learn about other cultures, for example by tasting food from around the world when celebrating different festivals.

Partnership with parents is promoted well in a variety of ways. Staff complete a daily notice board reflecting what children have been doing in the nursery and the menu for the day. The board is in the entrance hall for parents to view as they arrive to collect their child. Detailed information is shared with parents daily as they collect their child. Regular newsletters and parents' evenings twice a year are also used to keep parents informed and involved. Parents regularly complete questionnaires about the care being provided and are asked for any suggestions for changes. The nursery also understands the importance of wider partnerships, for example, with the local authority to support the ongoing learning and development. Recommendations made following their last inspection have been addressed. Detailed policies and procedures are in place and work well in practice. Staff receive support from the manager via supervision sessions, staff meetings and daily discussions. The management and staff team have completed the Ofsted self-evaluation form and identified some areas to improve the nursery for the benefit of children. The management team are working closely with the Waltham Forest early years team, making progress to achieve the Quality Improvement in Learning and Teaching award.

The quality and standards of the early years provision and outcomes for children

Children are happy and settled at nursery. Children are warmly welcomed by staff when they arrive, who are sensitive to their individual needs. Gentle encouragement is provided where needed, and children soon gain confidence and start to explore the play opportunities available. The good implementation of the key person system helps to secure trusting relationships between staff, children and parents, and promotes children's sense of security and belonging. Children are confident and independent learners who benefit from the routine and organisation of space, inside and out. They independently access resources and make choices in a stimulating, well equipped and resourced learning environment. Babies begin their journey of self-discovery exploring natural objects in treasure baskets. Children express imagination and creativity playing in the home corner and moulding and building with dough. Younger babies follow their individual routines for sleeping, eating and playing whilst toddlers are encouraged to make choices about their play and feed themselves. Children develop their creative skills as they

make models and explore painting.

Adults encourage children's communication skills by talking to them, pointing to objects, singing familiar songs and praising their responses. Children's language skills develop well, they learn new vocabulary, and begin recognising print and listening and matching sounds to objects. They solve problems, develop curiosity and have good access to information technology. The outdoor environment is used well enabling children to extend their learning across all areas. Children have good opportunities to develop their physical skills as they explore space and movement, for example, they ride bikes, and play catch and climb on the climbing frame. Children are all given equal respect and treated as individuals by the staff team. Play equipment and resources are effectively set up to create an interesting and stimulating setting. Staff have a clear understanding of how children learn and know their key children well. They are able to plan a wide variety of activities which meet the interests of each and every child. Particular attention is paid to the inclusion of all children. Through careful observations and consultation with parents staff identify areas for development, and as a result all children in the nursery make good progress. Children benefit from flexible planning which enables many activities to be child-led. Although there is a limited range of activities to promote an understanding of disability, children become aware of diversity through activities and discussions and through the celebration of different events and festivals such as Diwali and Chinese New Year.

Children are able to make choices and are keen to explore and try new experiences. Children have opportunities to develop early reading and writing skills. Children enjoy making marks in the sand and learn to use paint brushes and play dough. They are confident and actively involved in their learning, developing positive attitudes to this. They happily select resources and play independently or with other children and staff. Children enjoy playing together and have a mutual respect for each other. They work very well as a team and help tidy toys. Children show a love of books which is supported by the welcoming and colourful book area. They confidently take books to staff members who they know will happily read or listen to them.

Children benefit from opportunities to develop their information technology skills and skills that will enhance their future economic well-being, for example by playing with the computer to extend their problem-solving, reasoning and numeracy skills. Children effectively learn how to keep themselves safe and healthy. They take part in fire drills. Children have learnt which foods are healthy and unhealthy for their bodies. Children independently wash their hands and dry them. They know that regularly brushing their teeth will keep them clean, white and strong. Children enjoy healthy nutritious meals and snacks; vegetarian meals are also provided. Children enjoy the social interaction at meal times, serving themselves food and water. Children regularly receive water and milk throughout the day and staff ensure that children have access to drinks when playing in the garden; those with allergies receive appropriate alternatives. Children have good opportunities to enjoy fresh air and exercise through free-flow access to the outside area. Staff use resources effectively outside to help children benefit from outside play. Free access to sand and water play helps develop children's problem-solving skills as they pour from one container to others of differing sizes. Staff

encourage children to develop skills for the future as they encourage them to share, take turns, use 'please' and 'thank you' and show respect for others. The access to the outdoor play area encourages children to be active and develop physical skills.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met