

# Bright Kids Day Nursery

1 The Square, High Road, Leyton, E10 5NR

<b>Inspection date</b>	06/03/2013
Previous inspection date	25/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- The staff provide a stimulating and child centred environment with a positive focus on meeting each child's individual needs.
- Children are supported to make progress in their learning and development through a varied range of stimulating play experiences.
- Children's welfare is effectively promoted through robust safeguarding procedures which help to keep them safe.
- Good quality partnerships are in place with parents to provide children with continuity of care and learning.

### It is not yet outstanding because

- Staff record some key words in children's home languages; however, there is less emphasis on providing opportunities for children to use their home language within their play and learning.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector spent time observing children's play in the three group rooms of the nursery.
- The inspector talked with staff about the setting's procedures and children's learning and development.
- The inspector met with the registered person and manager.
- The inspector carried out a joint observation of children in the outdoor play area with the registered person.
- The inspector examined a sample of documents and records.

## Inspector

Catherine Greene

## Full Report

### Information about 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 is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. 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 8am to 6pm for 51 weeks of the year. There is a secure enclosed outdoor play area. There are currently 44 children in the early years age group on roll. There is funding available for free nursery education for children aged three and four years. Children attend for a variety of sessions. The nursery currently supports children who speak English as an additional language. There are 12 members of staff working with the children; all staff hold appropriate early years qualifications with one member of staff working towards Early Years Professional Status.

### What the setting needs to do to improve further

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

- provide opportunities for children to see visual references to their home language and incorporate this within their play and learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of how to promote the learning and development of the children using the Early Years Foundation Stage framework. This is because staff are all appropriately qualified for their roles. Children are provided with a wide range of stimulating activities that cover all areas of learning. Children are progressing well because staff have a sound knowledge of the children's starting points, they plan and extend play and activities according to their individual interests and needs. Each child has a daily diary and a learning journal. Parents are asked to contribute to this and to share what and how their children learn at home. The setting plans one-to-one activities for children who are new to the setting. This time is used to listen to the children, engage them in purposeful conversation and make links between the nurseries' activities and home. This encourages the children to form a strong attachment with their key-person promoting their well-being and independence. Children's early writing skills are developing well and evidence of this is displayed around the room. Staff are aware of

children's home languages and cultures, using a range of strategies to support children's communication. However, opportunities for children to see their home languages displayed in the setting and to integrate this into play are not so well developed.

During outdoor play children concentrate as they balance the hoola hoops and negotiate the space on bikes. Children show that they care about each other as they remind one another that the hoola hoop belongs to their friends. Children skilfully use chalk to make letters and drawings on the easel and floor. Children are confident when using numbers in their play and are encouraged while they are counting. Staff talk to them about the days of the week, seasons and special dates. Children excitedly reply, 'it's mother's day'. Staff join in with the children to discuss mother's day and plan the exciting things they are going to make as gifts.

Children's physical development is encouraged both indoors and outside in the garden. Staff support the activity with energy and enthusiasm, challenging the children's thinking by changing the routine and direction. The outdoor play area is well resourced. It consists of a planting and growing tub, a playhouse, a digging area with sand and water play. Children learn about the world around them as they regularly go on walks as well as visiting the park. The setting takes the children to places of interest and parents are invited to join in. On the day of the inspection, children come to nursery in their pyjamas to raise funds for charity and have some fun.

### **The contribution of the early years provision to the well-being of children**

Children show a strong sense of belonging within the setting. Staff are kind and attentive providing warmth and affection to the children so that they form secure emotional attachments. Children display high levels of confidence and self-esteem. They learn to negotiate and cooperate with their friends and display a good awareness of responsibility. Children take pleasure in helping staff clear and lay the tables ready for lunch. The group rooms are welcoming and well resourced so that children sit comfortably as they enjoy a nutritious meal.

Staff complete daily and monthly risk assessments of the premises, indoors and outside, to ensure children are safe as they confidently explore the environment. Staff discuss road safety with the children when they make the trip to the park and the children regularly practise fire drills; all of which helps contribute to children feeling safe.

The staff are good role models to the children, responding appropriately to them and praising their achievements. Children behave well. This is because the staff use consistent strategies, such as clear boundaries and explanations. Children are developing good understanding of their own personal hygiene as they follow daily routines and are encouraged by the staff to be independent. Healthy exercise is promoted through running and jumping, both indoors and out. The setting has strong links with the local primary school so that children can make a smooth transition as they move on to school.

### The effectiveness of the leadership and management of the early years provision

Staff have a secure knowledge of child protection procedures, which means they know what action to take if they are concerned about a child. The setting's risk assessment records show that hazards within the provision are clearly identified and reduced. Clear policies and procedures are known and understood by all staff and embedded into practice. Arrangements ensure that all accidents are clearly recorded and that relevant information is promptly shared with parents. Staff receive training to ensure that they are well equipped to respond appropriately to children's needs if an accident should occur. The registered person and manager monitor the staff's performance well and there are clear procedures in place to tackle under-performance.

The manager and staff team have a good understanding of how to implement the requirements of the Early Years Foundation Stage. The setting uses effective systems to observe, assess and monitor each child's progress, ensuring that each child is reaching their full potential. There are comprehensive systems in place to ensure all staff who are employed are suitable to work with children. All staff are checked with regards to experience, qualifications and suitability. Professional development is encouraged and staff attend training at regular intervals. Effective self-evaluation helps to promote continuous improvement and staff and parents are keen and willing to participate.

The staff share information with parent's about their children's routines and the activities they participate in. They do this by using daily diaries and the children's learning journals. Parents are asked to contribute to this and to share what and how their children learn at home. Feedback from parents is encouraged and the manager is very open to constructive criticism. The setting regularly updates their photo book; children and parents are able to view this and to re-visit their learning. Parent's comments during the inspection show they are happy with the nursery. They appreciate being able to talk honestly and openly with staff who welcome their input and value parents suggestions as a powerful way to learn and improve their setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

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.

## Setting details

<b>Unique reference number</b>	159439
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	907122
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	44
<b>Name of provider</b>	The Ultimate Daycare Nursery Limited
<b>Date of previous inspection</b>	25/11/2010
<b>Telephone number</b>	020 8558 0666

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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