

Bright Kids Day Nursery

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

Inspection date	11/11/2013
Previous inspection date	06/03/2013

The quality and standards of the early years provision	This inspection:	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

- Staff create an inclusive learning environment that offers good support for children with a special educational needs and children learning to speak English.
- Staff ensure that children are settled, happy and motivated to learn
- An effective key person system enables staff and children to form trusting relationships.
- Staff are well deployed, which means children receive good support in their play..
- The management commitment to supporting staff's professional development contributes towards children progressing well in their learning and development.

It is not yet outstanding because

- Although there are a selection of multi-cultural resources throughout the nursery in general, there are fewer opportunities for children to use multi-cultural resources in the role-play area.
- Children are not taught how to look after the books and as a result, some are damaged and unappealing.

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 interviewed the provider and the manager
- The inspector observed the staff interacting with children and children interacting with staff and their friends
- The inspector sampled a range of documentation, including the register of attendance, safeguarding policies, staff records and the record of the risk assessment, accident and incident records.
- The inspector sampled children's assessment records and children's routine care sheets.
- The inspector interviewed parents.

Inspector

Jennifer Liverpool

Full report

Information about the setting

Bright Kids Day Nursery registered in 2001. It operates from three rooms; a baby room, toddler room and pre-school room. There is a secure enclosed outdoor play area. 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 the 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.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 51 children in the early years age group on roll. There is funding available for free nursery education for two-, three- and four-year-old children. Children attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language.

There are 14 members of staff working with the children. Of these, 13 hold appropriate early years qualifications with one member of staff working towards the Early Years Professional Status and another working towards a qualification at level 2.

What the setting needs to do to improve further

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

- teach children how to handle books carefully and remove ripped or damaged books so that all children are able to enjoy looking at them

- increase the range of play equipment in the role play area to represent the children's cultures so that they become aware of the similarities and differences in their lives.

Inspection judgements

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

The staff regularly observe and assess children's achievements in the different areas of learning and development. They take and keep photographs of children at play and collect samples of children work as evidence of their skills and abilities. This process enables staff to gain a good understanding of the children's individual needs. The staff's short term planning is detailed and clearly shows what children are intended to learn and how staff will support them in doing this. This helps to ensure that children individual learning and

developmental needs are met. Staff add variety to children's play which helps to sustain children's engagement and motivate them to explore and learn. For example, staff give children porridge oats to use as animal food when they are playing with small world play figures and animals. This helped children to spend a period of time expressing their ideas and experiences. For example, children talk about feeding the animals and driving the cars over the mountains. Children are independent as they see to their personal needs, such as putting on their aprons for painting activities and deciding when to have a drink. However, staff do not teach children how to take care of books well enough. As a result some books have torn and missing pages meaning that not all children can use and enjoy them as well as they might.

Staff start set up the sleep area with treasure baskets containing a variety of natural objects for babies to explore using their sense of observation, hearing and touch. For example, babies discover the contrasting texture of shiny, soft and rough materials. They listen to the sound that bottles partly filled with tree bark make and they observe different materials in sensory bottles. Young children become aware of simple shapes in art and craft activities because staff provide them with sponges and stamp blocks to dip in paint and create shape prints. Staff provide opportunities for children to develop their mathematical knowledge and understanding in practical situations, such as by counting and matching play bears to number figures.

Children who attend the nursery come from a wide range of backgrounds. The staff have experience of working with children with additional needs. They work closely with outside agencies and parents to plan and meet the needs of these children. Staff use picture exchange communication cards to help children with speech and communication difficulties and also children learning to speak English to communicate. This helps to create an inclusive learning environment for the children. Staff plan topics and activities to help children to understand and appreciate other cultures. Children take part in celebrating cultural festivities such as, Black History month, Eid and Divali. The nursery has a suitable range of resources that are non-stereotypical and show positive images of race, culture and disabilities. Children also see a display of figurines and artefacts from different countries. However, children have less multi-cultural resources in the role-play area to enable them to understand the difference between their home life and the home life of their friends at nursery.

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

Staff warmly greet children and as a result they arrive happy and eager to learn. They settle quickly into the daily routine are keen to try out a range of activities and play. The key person system helps to provide a secure relationship between the staff and their key children. This is because the key person knows the children well and they are attentive to their individual needs. The key persons make sure other staff in the group room are fully aware of young children's routine care needs, promoting continuity of care in the absence of the key person. This contributes to children's emotional wellbeing. Staff teach young children important social skills, such as sharing and taking turns during activities. Older children enjoy each other's company and play well together. Staff provide regular

opportunities for children to learn how to keep themselves safe. For example, children take part in emergency evacuation practices that enable them to understand how to leave the building safely.

Staff gather relevant information regarding children's diet and preference of foods. This helps to ensure that children's individual dietary needs are known and met. Children learn to develop healthy eating habits because they receive varied, balanced and nutritious meals. For example, children receive low sugar cereals for breakfast, breadsticks with cheese dip and dried raisins for snacks. Children enjoy eating tuna and pasta with salad at lunch time because staff set a calm atmosphere and encourage children to relax while eating. Staff talk to children about foods that are good to eat. As a result, children know that good food helps them to grow muscles. Babies develop independence at meal times because staff give them encouragement and offer them finger foods. Staff make sure that babies have fresh drinking water when they are eating and during the session. Staff place cups and water jugs at their level so that children can help themselves to drinking water at any time.

Staff's daily routine and good practice helps to minimise the risk of children picking up germs or cross infection, thus promoting children's good health. Staff support children to develop an understanding of the importance of exercise as they allow children to play outdoors for periods of time on a daily basis. As a result, children can practise and develop their physical skills, by riding tricycles, running and pushing buggies. Staff provide babies and toddlers with a wide range of developmentally appropriate play equipment that helps to develop their finger movements. For example, babies and toddlers begin to shake musical instruments, push buttons and turn knobs thus enabling babies to use their fine finger movements.

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

The manager and staff have established good arrangements for safeguarding children's wellbeing. This is because the manager and staff are secure in their knowledge and understanding of what to do if they have concerns about the child. The manager follows robust recruitment and vetting procedures when recruiting staff and as a result of this, children are looked after by suitable and experienced staff. The nursery's security is effective, which helps to ensure that children are unable to leave the premises unsupervised and also to prevent unauthorised persons gaining access into the nursery. Staff understand their responsibilities to provide a safe environment for the children to play and learn. They carry out daily checks at the beginning of each day to identify and address potential hazards to children. This helps children to enjoy their play and in a safe and secure environment.

The provider works closely with the manager to monitor staff's performance and professional development through supervision sessions, yearly appraisals, regular staff meetings and in-house training. Staff are also encouraged to undertake further childcare training courses. This has a valuable impact on the children's care and learning through

staff's improved practices. Consequently, children are making good progress in their learning and development. The staff have addressed the recommendation raised at the last inspection and this has led to improved opportunities for children to see labels written in various community languages, for example. This helps children to understand differences within their immediate community. The provider and the manager regularly evaluate the service they offer to the children. They also take account of staff views and parents suggestions to identify strengths and areas to develop, such as, increasing opportunities for children to visit their local community. Management and staff demonstrate a commitment to continue to make improvements.

Partnership with parents is good. The nursery provides parents with a wealth of information about their children's care and early education. For example, the staff's noticeboard shows photographs and the designated roles of the staff in order to support partnerships with parents. In addition to this, parents have access to information, such as; activity plans in the rooms and children's artwork are on display throughout the nursery. This enables parents to understand that play is important and how staff use play to support children's development and learning. Parents also have access to policies, the designated roles of staff and menus on the notice boards. The staff actively encourages parental involvement through news letters, parents meetings and invitation to events held at the nursery.

Parents provide positive feedback about the nursery during the inspection. They say that the staff are friendly, supportive and offers their children a wide range of activities the help children to learn. Staff work closely with outside agencies to help ensure all needs are well planned for and met.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	159439
Local authority	Waltham Forest
Inspection number	917807
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	51
Name of provider	The Ultimate Daycare Nursery Limited
Date of previous inspection	06/03/2013
Telephone number	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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