

# Bright Starts Day Nursery

Westergate Community School, Lime Avenue, Westergate, CHICHESTER, West Sussex, PO20 3UE

<b>Inspection date</b>	05/09/2014
Previous inspection date	10/03/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 team has good assessment and planning systems for individual children, which help them make good progress.
- Staff give safety very high priority. They teach children good safety routines.
- Staff take great care to build strong attachments with children, so children feel extremely confident and secure.
- Management monitor all aspects of the provision effectively, which strengthens staff practice, and the outcomes for children.
- Partnerships with other professionals are effective, and help children be ready for the move to school.
- Parent partnerships are effective, contributing well to meeting children's needs.

### It is not yet outstanding because

- The staff do not always make a rich, varied resources accessible to children.
- Staff provide few natural resources for children to explore and investigate.

## 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the manager, and other key members of staff.
- The inspector carried out observations of activities in each room and outside, including a joint observation with the manager
- The inspector looked at a range of documentation including children's assessment records, planning documents, evidence of staff suitability, and the provider's self-evaluation.
- The inspectors took account of the views of parents and carers through discussion, and reading documentation and questionnaires.

## Inspector

Julie Dale

## Full report

### Information about the setting

Bright Starts Day Nursery re-registered in 2013. Previously it was called Westergate Day Nursery but is now under new private ownership. It operates in self-contained premises on the campus of Ormiston Six Villages Academy near Chichester in West Sussex. The nursery has sole use of two playrooms, a sleep room, kitchen, toilets and staff facilities. There is an outside play area for children's use. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. It operates from 8am until 4pm each weekday except for Wednesdays when it operates from 8am until 6pm, all year round. There are nine members of staff working with the children, including the manager. All hold relevant qualifications, and the manager has completed a degree in early years studies and holds 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:

- increase the range of readily accessible resources to provide children with rich and varied experiences to support imaginative play and problem solving, such as by providing a range of fabrics, boxes and bags
- increase the range of natural resources and objects in order to enhance the programme for children's understanding of the world, with particular regard to nature, so children are well motivated to explore the natural world around them, its similarities and differences.

### Inspection judgements

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

Managers and staff have a very secure knowledge of the Early Years Foundation Stage learning and development requirements, and a good understanding of how children learn through their play. They use this knowledge to provide good quality teaching. Staff have high expectations of themselves and the children. They provide a range of challenging and learning experiences. For example, they created a garage and building site using play resources where children pretended to mend their bikes, pedal cars and road signs. Staff extend children's language and mathematical skills well by asking thought-provoking questions. Their good understanding of children's preferences enables them to provide stimulating activities following the children's interests. However staff do not always provide rich, varied resources to promote children's imaginative play, including materials that can be used in a variety of ways to extend children's skills in how to solve problems.

Staff systems to assess children's starting points and on-going progress are well established and include all those involved in their learning. Staff prepare detailed plans that cover all the areas of learning and reflect children's individual interests and what they need to learn next. As a consequence, children enjoy a busy and active time, and make good progress in their learning and development. Parents receive regular thorough feedback helping them to feel included in their children's learning. They are invited to attend regular parents' meetings with the person taking special responsibility for their children. They have easy access to a broad range of useful information about activities and learning objectives. Consequently, they are fully included and are helped to understand how to support their children's learning at home. This contributes well towards their children's skills for the future, and in preparation for the move into full-time school.

Staff promote children's early literacy effectively. Materials for making marks are widely available both indoors and out. Staff present these in imaginative ways to capture children's interest, such as in the role-play area, outside, and on art and craft tables indoors. For example, the youngest children were encouraged to use paint with a variety of items, such as wheels, to make tracks and create patterns. They extended their own learning and experimented by painting their hands, creating hand prints on large sheets of paper. However, resources such as natural materials are not as readily available for the children to explore to extend their understanding of the world natural world, and motivate them to explore associated similarities and differences.

As children grow older, they are encouraged through skilful teaching to begin to give meaning to marks, and to recognise their individual name cards and coat pegs. Staff make books and reading materials readily available. Children enjoyed the one-to-one experience of sharing these with staff, and participating in story time as a group. Staff skilfully used tone and intonation as they told stories, sang songs and shared picture books with children. Children have good access to a range of programmable toys, such as computers. All these activities help children gain useful skills for their eventual move to school.

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

A calm and caring atmosphere helps create a positive learning environment for all, and children are highly valued as individuals. Staff establish extremely close bonds with children, which provide a strong base for children to develop their independence and explore. Parents acknowledge and appreciate the warm welcome and on-going support that they receive. All children show a strong sense of belonging within the nursery. They settle well because staff have a good knowledge of their individual likes, needs and routines. Staff work very closely with parents from the outset to gather all relevant information and ensure that this is regularly updated to reflect any changes. Transfers from room to room, and from one early years setting to another, are well managed because staff have established positive partnerships with parents, other early years providers, and local schools.

Staff give the utmost regard to the safety of children and ensure that resources and

equipment are appropriate to their individual needs. Care and consideration is made to the presentation of activities both indoors and out, providing a stimulating learning environment for children. Staff teach children to develop healthy lifestyles, and to learn about the importance of exercise and eating healthily through stories, activities and participating in daily planned events. Furthermore, staff are good role models, ensuring children consolidate their learning by listening and watching the staff during their daily tasks. Children participate frequently in physical activities. They enjoy deciding when to use to the well-resourced garden and outdoor learning space. Children make full use of the equipment available. They show their delight and skills when they steer the bikes and trikes around, or practise throwing and catching balls to one another. Children develop competent skills in managing their needs, such as pouring their drinks carefully at snack times. This teaching helps children be prepared for the next stage in their learning. Staff make good use of the resources available, but some aspects of learning are not as richly resourced as others, which restricts learning in some areas.

Staff reinforce safe practice with equipment and toys diligently to instil good habits from an early age. For example, when climbing the steps on the stairs staff always teach children to hold onto the safety rail. Staff undertake rigorous risk assessments, and daily visual checks, so children play in safety. Children are cared for appropriately following any minor accidents. They deal sensitively with any bumps sustained. Comprehensive records are kept of any accidents, as are records of medicines given, and these are shared with parents to keep them well informed.

Staff manage children's behaviour consistently. They deal with any minor disputes well, so these are diffused very quickly. This approach helps children get on well together, know what is expected of them, learn to take turns and value one another. Staff skilfully help children to understand the potential impact of their actions on others, which helps them learn to behave in safe ways. Staff acknowledge positive behaviour consistently. They praise children's achievements, no matter how big or small, which are celebrated enthusiastically. For example, staff thanked children for their, '?. good counting and good listening' during a planned activity, and promoted children's sense of self-esteem and confidence through lots of praise. Staff help children be thoroughly prepared emotionally for the eventual transfer to school.

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

Managers and staff have a thorough understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The comprehensive policies and procedures underpin practice effectively. These are clearly understood and implemented by all. Well-established recruitment and vetting procedures mean that staff undergo robust suitability checks. A broad range of monitoring and performance management systems help managers to support staff effectively. They identify and address any practice or training issues quickly. Managers and staff work very well together and pay high regard to each other's strengths and areas of expertise. Therefore, they create a very supportive

and positive environment for children to learn through purposeful play.

Staff ensure the level of supervision of children is consistently high. Staff deployment around the nursery enhances all aspects of the children's learning because all rooms have generous adult to children ratios as standard practice. Staff have formed very strong partnerships with parents who value the service highly. Parents state that they feel fully informed and included in their children's care and learning at all times. Management has established effective partnerships with other agencies in order to give consistently high levels of support for individual children who may need this, and so reduce any gaps in learning.

Managers and staff are committed to the service they provide. They work hard to keep up-to-date and maintain their good practice. They share the same vision for continued development. Systems for on-going self-evaluation are effective in identifying a detailed plan for future developments. Managers have a clear overview of the educational programme through monitoring, but have overlooked some weaknesses in resourcing to enrich the provision for children, for instance, to help children solve problems and explore the natural world. Management check planning and assessment to make sure these are consistent across the team, and precise. Evaluation takes account of children's and parents' views, thoughts and feelings to guide and inform future practice. Parents are encouraged to make regular comments and feedback their views through regular questionnaires and on-going discussion. As a result, they are fully involved in affecting change in this good provision.

### **The Childcare Register**

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

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY469769
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	975589
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	34
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Bright Starts Day Nursery Ltd
<b>Date of previous inspection</b>	10/03/2014
<b>Telephone number</b>	01243 544868

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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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