

Bright Choice Day Nursery

Inspection report for early years provision

Unique reference number	EY275470
Inspection date	01/04/2009
Inspector	Jane Chesterfield
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Type of setting	Childcare on non-domestic premises

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*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Description of the setting

Bright Choice Day Nursery is one of five settings run by the Jancett Group of Day Nurseries. The setting operates a day nursery and is registered for an out of school club. It opened in 2005 and is located in the grounds of Bishopsford Community School, Morden. It operates from the ground floor of a former primary school and four rooms are used for childcare. The nursery is open each weekday from 7.30am to 6.15pm for 51 weeks of the year. The out of school club is not operating and so was not inspected. A maximum of 39 children may attend the nursery at any one time. There are currently 42 children on roll, and 16 of these receive funding for early education. The setting welcomes children of all abilities. Children are cared for in four groups (under one year, one to two years, two to three years and three to five years), with activities, routines and resources appropriate to their age group. They share a secure enclosed outdoor area. The facilities are easily accessible to children of all abilities. The setting employs 10 staff, all of whom hold an appropriate Early Years qualification. Four students working towards a National Vocational Qualification at level 2 currently have placements at the setting. The setting has gained a number of awards, including Investors in People and Matrix. Bright Choice is registered on the Early Years Register, compulsory Childcare Register and voluntary Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The children who attend are happy and secure, and make good progress in their learning and development. Staff pay close attention to their different needs, which are well met. The setting is well organised and daily routines run smoothly. There is a constant focus on making good practice even better through ongoing self-evaluation by staff and managers. As a result, the setting has good capacity for future improvement.

What steps need to be taken to improve provision further?

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

- improve access to and use of outdoor areas for the children aged two to five
- increase opportunities for the children aged three to five to develop their interest and skills in reading and writing

The leadership and management of the early years provision

The setting is well led and managed. The setting manager is well supported by the provider, and uses the group's policies and procedures effectively to ensure that children are kept safe and legal requirements are met. Arrangements for safeguarding children are robust. The setting has fostered good relationships with parents and keeps them well informed both in person and in writing. Parents are welcomed into the nursery at the beginning and end of the day, and all are given a

daily sheet when they collect their child outlining what the child has eaten, drunk and achieved during their time at nursery. This is particularly valuable for the parents of the very youngest children. Parents have access to their children's folders at all times and have the opportunity twice yearly to attend an open morning to discuss their progress at the nursery. These occasions are also used by staff to canvas parents' views to contribute towards the setting's self-evaluation. The setting collects children's views informally, and ensures that staff can make suggestions for improvement at any time by sticking a note on a notice board in the staff room. Processes for self-evaluation and bringing about improvement are good. One of the setting's current priorities, for example, is to improve children's awareness of different cultures; good work has already been done on this by celebrating more events from different cultures and increasing the number of multi-cultural resources. The setting provides a positive working environment where staff are well motivated and carry out their roles competently. As a result, relationships at all levels are very good and children are able to thrive in supportive surroundings.

The quality and standards of the early years provision

Staff plan a good range of activities suitable to the age and needs of their different groups. Children's personal, emotional and social development is very well promoted throughout the nursery. They are encouraged and supported to be as independent as possible, so that they feel confident and enjoy what they can achieve. The recommendation from the last report concerning independence at meal times has been well addressed. Children in the three to five age group now serve themselves in a cafeteria system, and show great patience in waiting their turn and considering others in the amount they take. The setting places great importance on developing children's skills in cooperating with and considering others. This ensures that the children know that they are part of a community and prepares them well for moving on to school.

All adults develop children's speaking and listening skills well, taking every opportunity to ask them questions and increase their vocabulary. There is a good range of books for all age groups. The under ones, for example, particularly enjoy the chance to explore the texture of cloth and plastic books. However, in the three to fives area, the book corners indoors and outside are not always enticing enough to attract children, and opportunities are missed to link displays of books to the topics currently being covered. Writing and mark making resources are always available, but there are insufficient regular opportunities for children to try writing for a purpose, for example, in the role play areas. Few resources and displays are labelled to enable children to link words and objects.

Children of all ages have good opportunities to develop their knowledge and understanding of the world. Those in the two to three age group were fascinated to feel how a tub of glitter sprinkled in the water tray moved around their fingers. Numeracy is well promoted, and children in the three to five age group grasped the idea of objects being taller or shorter as they built towers of bricks as high as possible before the towers collapsed. Many good opportunities for creative development are available. Children in the one to two age group enjoyed feeling

sweet wrappers as they made pictures with them. There is a very good outdoor area containing a wide range of activities covering all areas of learning. Children have good opportunities for physical development outside, but not enough use is made of the outdoor area and access for children is at times chosen by adults rather than themselves. This particularly affects the two to three and the three to five age groups.

Good attention is given to children's welfare at all times and the setting has tackled the welfare recommendations from the last inspection thoroughly. The safeguarding policy now contains clear guidance on procedures to follow in case of accusations against staff, and all records relating to children's welfare are written on individual forms and discussed with families privately. There is a good daily focus on keeping children safe. Staff are vigilant about closing gates between different areas and adopt a consistent approach to behaviour management and hygiene. Cleanliness is a priority. Staff wear disposable gloves for preparing food and ensure children understand that they must wash their hands before eating. Resources are cleaned on a regular basis, although occasionally one or two soft toys are not washed often enough. Children enjoy healthy and nutritious meals and snacks, and have ready access to drinks throughout the day.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.