

# Bright New Minds - Cheam

Inspection report for early years provision

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| <b>Unique Reference Number</b> | EY344789                        |
| <b>Inspection date</b>         | 21 May 2007                     |
| <b>Inspector</b>               | Lindsay Ann Farenden            |
| <b>Setting Address</b>         | Ewell Road Cheam Surrey SM3 8QL |
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| <b>Registered person</b>       | Bright New Minds Limited        |
| <b>Type of inspection</b>      | Integrated                      |
| <b>Type of care</b>            | Full day care                   |

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bright New Minds - Cheam opened in 1998 and changed ownership to Bright New Minds Limited in 2006. It operates from a purpose built building in the grounds of Nonsuch High School in Cheam Surrey. A maximum of 62 children may attend the nursery at any one time. The nursery core hours are each weekday from 08:00 to 18:00 all year round and only close for Bank Holidays. Children have access to a secure outdoor play area. There are currently 38 on children aged from 6 months to under 5 years on roll. 9 children receive funding for nursery education. The nursery supports children with learning difficulties/and or disabilities and those who speak English as an additional language. The nursery employs 10 members of staff. 8 of the staff, including the manager hold appropriate early years qualifications. 2 staff are attending training for a higher qualification in child care and education. The setting receives support from the Early Years Childcare Service.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children thrive because staff follow good procedures and practices to meet their physical and health needs. Children are being taught to follow good hygiene routines, as they are encouraged to wash their hands with liquid soap after using the toilet and before meals. Older children are beginning to understand why they should wash their hands because staff explain to them why they should do so. Children's nappies are changed regularly to ensure their physical comfort and these and their sleep patterns are recorded and shared with parents. Staff carry out good practices to protect children's health, such as wearing gloves to change nappies and cleaning surfaces with anti-bacterial spray after use.

Children develop healthy eating habits from nutritious appetising meals which are of a very high standard. They are all cooked on the premises using fresh ingredients. Exceptional care is taken to ensure children's special dietary requirements are met. The cook also makes sure that children's food preferences are respected and are often asked what meals they would prefer. Children help themselves to drinks and snacks of fruit when they want them. This develops their independence and encourages them to be aware of their own bodily needs. Younger children are encouraged to feed themselves with good support and encouragement from staff.

To safeguard children's health, first aid boxes are available in each of the playrooms and in the office. A number of staff have attended a first aid course and epiepen training, so staff can confidently administer first aid in the event of an accident. Parents have provided appropriate consents in relation to medication and emergency medical treatment. Medication given is always recorded and countersigned by the parents to prevent an overdose happening. Accidents are carefully recorded and shared with parents to ensure continuity of care. A risk assessment is made of any accidents to prevent the reoccurrence of the incident. If children are infectious they are excluded in the best interests of all children until the infection has passed.

Children have opportunities to play in the garden each day, which ensures they receive plenty of fresh air and physical exercise. They develop good pedalling skills as they ride tricycles and participate in races with each other on them. They enthusiastically use slides, roll hoops and run around, which supports their large muscle development.

Children freely access a wide range of resources which enable them to practise their fine motor skills. For example, writing materials, paintbrushes, scissors, puzzles, construction resources and use a range of small tools when playing with play dough. Children show good manipulative skills as they pour drinks confidently.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play freely in a clean and bright child centred environment. This allows them to move around safely. Children are kept safe in the nursery by staff that ensure a good level of security is maintained. The identification of any visitors to the nursery is checked and they sign in and out of the premises. Coded key locks in the entrance hall ensure that visitors can not access the children without the staff's knowledge. Children are well supervised by staff and count children in and out of the garden, ensuring they are present at all times.

Children's risk of accidental injury is minimised as risk assessments take place and staff carry out daily safety checks of the premises and the garden, removing any hazards, so it is safe for children's play. Children develop a good awareness of their own personal safety through gentle explanations by staff. For example, it is not a good idea to run inside, as you may fall and hurt yourself.

Children's wellbeing is safeguarded by staff, as most of them have attended child protection training and have an awareness of the signs of neglect and abuse. They are aware of recordings and discussing any concerns with the manager. Children and staff become familiar with the procedures to follow in the event of a fire because these are regularly practised. There are clear procedures for outings to ensure children's safety.

Children have access to a good range of toys and resources, which are safe, of good quality and developmentally appropriate. Although some toys do not have batteries, which prevent children benefiting fully from them. They are stored at the children's level, so they are able to freely make independent choices. Furniture and equipment is age appropriate and encourages children's development. For example, children benefit from a sufficient range of child size tables and chairs which allow them to play and eat in groups.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children in the young toddler room are happy and relaxed. Staff are very caring towards them, offering them lots of cuddles and spend time playing with them. Staff use the Birth to three matters frame work effectively, to provide activities for each individual child to support their next stage of development. Toddlers enjoy exploring colours and sounds of manufactured toys. Children enjoy the close support from staff using actions as well as words. For example selecting books and climbing on their laps, so they can look at it with them. Young children are provided with a wide range of experiences to investigate textures and develop their senses, such as exploring paints using brushes and their hands, feeling sand and watching and catching bubbles. They have good opportunities to develop their physical skills. They pull them selves up and walk around child size furniture and crawl through tunnels. Children clap their hands and squeal with delight, as staff sing them songs with great expression.

The base room for children aged two to three years is set with activities which are well presented, so children are able to freely select what they want to play with. However, there are a few occasions, when the routines in the room take precedence over free flow play. Children use their imaginations well in the home play area on first hand experiences. For example washing up and cooking meals with play foods. They make their own unique pictures, when painting at the easel and sticking materials. Children explore the feel of dry flour and then watch in wonder as water is added and feel and talk about the change in texture. Children enjoy exploring sand water as they choose the resources they want to use in them. They like listening to stories and talking about pictures in books with staff.

### **Nursery Education**

The quality of teaching and learning is good. The pre-school is set up as an interesting an exciting free play environment, which promotes all six areas of the Foundation stage. This enables children to play and learn at their own pace without any unnecessary interruptions. Children make good progress in their learning because staff have a secure knowledge of the Foundation Stage curriculum. They are very perceptive to children's interests and use questions

successfully to promote their thinking and learning. Staff use past nursery information on each child's development and then use this as a starting point to identify their skills and abilities. They then build on this to effectively help children to continue to achieve. Staff make regular observations on children, which clearly indicate, what is required to help the child move to their next step of learning. Planning for children is very individual, so they are fully challenged in their progression.

Children are well motivated and enjoy new challenges, such as squeezing their own paints into dishes and talk with staff about combinations of paint that caused the change of colour. They then paint their own unique pictures. The layout of the room develops their independence and encourages them to make choices. Staff ask children if they want any changes to the activities, such as the role play area to increase their interests.

Children have good self help skills, such as putting aprons on before messy play, visiting the toilet and washing their hands and servicing their own meals. Children play well with each other and are encouraged to take turns with popular resources. Children speak very confidently with their peers and adults and convey their needs effectively. Children enjoy listening to stories and answering questions about the sequences and pictures.

Staff are apt at noticing learning opportunities as they occur. For example they noticed children taking an interest in the scales and immediately asked if they would like to play with them at the table. Children weighed rice and oats and discuss, with each other and staff which are the heaviest, a child then went to get some stones to show these are heavier. They learn about length and height, as they measure windows with tape measures. Children count confidently and recognise numbers that are important to them, such as their ages now and at their next birthday. Older children understand the concept of simple addition. They can add five and five together without counting their fingers. Children confidently name and match shapes and use problem solving skills to complete puzzles together and on their own.

Children enjoy a wide range of creative resources and activities enabling them to explore and investigate using their senses, such as glue, paint, clay, sand and cooking. They roll and mould play dough and are encouraged by staff to name the smells that have been added to it. They paint portraits of each other, which helps them to notice and respect difference. Children talk proudly of the models displayed on the wall which they have made from recycled materials. They watch in wonder, as ice melts into water. Children are inquisitive and discuss with staff that paper shapes in the water have gone soggy and are now able to stick the side of the water tray. Staff encourage children to expand how they play with the resources. For example, a child playing with plastic fish said 'they live in water' and the member of staff suggested to the child, that he played with them in the water tray. Children enjoyed being involved in digging in the garden to grow vegetables.

Children begin to understand that print has meaning, as resources are labelled and letters are displayed in the writing area, although there are few occasions for children to link sounds to letters. There are good opportunities for children to mark make and write for a variety of purposes. For example, children busily pretend to write on envelopes in the role play area. Some older children are beginning to form some recognisable letters. Children enjoy participating in singing sessions and exploring sounds with musical instruments.

Children take great interest in programmable resources and discovering how it works. They press buttons and know how to use the mouse on electronic play computers, which helps them to learn numbers and letters in a fun way. They turn torches on and off and explore how the

light shines in different places in the room. Children take photos of their choice using the camera and enjoy looking at the end product, discussing which ones they took with each other.

Children use their imaginations very well in the role play area and in other parts of the room. One child arranges the square numbers on the floor and then plays hop scotch with them. Children enjoy dressing up as doctors and nurses and playing with the doctor's kit, very well supported by staff who become totally involved in the children's play scenarios.

### **Helping children make a positive contribution**

The provision is good.

Children are provided with equality of access to all regardless of gender, for example, boys play happily with dolls and tea sets in the home role play area. Children are provided with a range of resources that promote positive images of gender, culture and disability and a further range has been ordered. Children would benefit from further activities to develop their knowledge of different cultural festivals and celebrations that may be different for their own. There is a designated member of staff who has undertaken training in relation to special needs. There are procedures in place to support children with special needs and the staff team willingly accept advice from other agencies and work closely with parents.

Children's behaviour is good and benefit from lots of praise and encouragement from staff, who provide good role models. They manage children's behaviour calmly and patiently, helping them to negotiate with each other and provide simple explanations that are appropriate to the age and understanding of the child. Spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities are welcomed into the nursery. The designated special educational needs worker has attended training in this area and works closely with parents and outside agencies to access and meet children's needs. When appropriate each child has written individual targets to help them meet targets and make progress.

Partnership with parents is good. Staff are friendly and welcoming to children and parents as they arrive. They make a point of talking to each parent individually about their child's day and the parents of younger children receive written information about their time at the nursery. Parents evening are organised, so they can view observations of children's achievements and how they will be supported to make further developmental progress. Notice boards and information in the entrance hall and outside of each of the group room, keep parents very well informed of staff who are working each day, menus and policies and information on the Early Years Curriculum and Birth to three matters. Parents receive regular newsletters which notifies them of any changes occurring in the nursery and future events. Parents comment that staff are very approachable and caring towards their children. Parents are made aware of how to make a complaint and are also given the registered person's telephone number to discuss any issues they may have.

### **Organisation**

The organisation is good.

Children's care is enhanced by the effective organisation and benefit from the child-orientated environment. All areas of the nursery are bright and made very welcoming to the children and good use is made of all available space. Children's art work is attractively displayed in each room, so children feel their efforts and contributions are valued. Children are confident to select their own activities and resources to expand their own play and learning experiences.

Children are well protected and kept safe through effective recruitment procedures, which ensure staff are appropriately vetted and qualified to determine their suitability to work with children. The majority of staff are qualified and are expected to undertake training to develop their knowledge to improve the quality of care and education provided for all children. Management have clear aims for the provision and staff are made aware of these during meetings. These aims reflect a commitment to continually improve the nursery setting for the children. Staff are organised across the rooms effectively, to ensure children are well supervised and given appropriate levels of support and encouragement. All required documentation is in place and maintained in full. Policies and procedures guide staff in their daily practice, which contribute to the efficient running of the nursery.

The leadership and management is good. The manager and the leader of the pre-school room have a good knowledge of the Foundation stage, which ensures children's learning is enhanced. The manager is fully aware of the nursery's strengths and evaluates practice regularly to ensure continual improvement in the outcomes for children. She monitors teaching and the impact of children's learning, through regularly observing practice and overseeing the observations of children and the plans to support their next stage of development. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure daily routines do not interfere with children free flow play at all times and working batteries are used in toys that require them
- extend children's knowledge of others and cultural festivals through meaningful activities (This also applies to nursery education)

## **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- maximise opportunities for children to learn the sounds of letters and link letters to sounds

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)