

Bright New Minds - Epsom

Inspection report for early years provision

Unique Reference Number	EY344787
Inspection date	25 April 2007
Inspector	Carol Newman
Setting Address	12 The Parade, Epsom, Surrey, KT18 5DW
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Registered person	Bright New Minds Limited
Type of inspection	Integrated
Type of care	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.

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 - Epsom opened in 2007. It operates from a converted building in Epsom in Surrey. A maximum of 68 children may attend the nursery at any one time. The core hours are Monday to Friday from 08:00 to 18:00, all year round. Children have access to a secure outdoor play area.

There are currently 79 children aged from three months to under five years on roll. Of these, 23 children receive funding for nursery education. Children come from a wide catchment area. The nursery employs 17 members of staff. Of these, 11 members of staff hold appropriate early years qualifications and two members of staff are working towards a qualification. Eight members of staff hold a current first aid certificate.

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 play in a clean environment where they learn to follow some good hygiene practices, such as cleaning their teeth after lunch. Some good hand washing procedures are in place to help prevent the spread of germs. However, liquid soap and paper towels are not always available for the children's use and the organisation of hand washing procedures is not always effective to help prevent infection. Staff follow good nappy changing procedures. When babies are changed, depending on their age, staff wash babies hands to encourage early hygiene.

Parents give prior written consent to administer medication and medication records are well maintained, therefore children receive the correct dosage according to their needs. Written parental permission to seek emergency medical treatment is requested. This ensures children's welfare, in the event of a serious accident, where parents and emergency contacts are not available.

Children benefit from nutritious meals that are cooked on the premises. The cook has a very good understanding of healthy eating for under fives and she holds a current food hygiene certificate. Staff gather all relevant information regarding diet and medical history. This ensures children's individual dietary and medical needs are met. Fresh drinks are available at all times, at the snack bar for older children and in named beakers for younger children and children confidently help themselves.

Under threes develop warm relationship with staff who are responsive to baby's needs. Sleeping and feeding routines for individual babies are adhered to which contributes to babies health.

Children move confidently and in a variety of ways. They show good co-ordination when throwing balls at targets. There are regular, daily opportunities for outdoor play. Children understand the benefits of regular exercise and this is reinforced through the children's creative work. Children play enthusiastically and competently on the climbing frame, slide and poles as they pretend to be fire fighters. Children's fine manipulative skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Staff organise the indoor space effectively, allowing children to move around safely, freely and independently. Carefully selected toys ensure children have a good choice of suitable resources that are appropriate for their age.

Babies use individual bedding and sleep in named cots, located in a separate bedroom, so that they feel secure and develop a sense of ownership, when resting. Sleeping children are regularly checked to ensure their well being. Babies and toddlers are able to crawl safely and pull themselves up using appropriate resources and domestic style furniture.

Children benefit from a range of safety measures, for example socket covers, an effective emergency evacuation procedure and a secure outdoor play area. Gentle reminders, such as going up and down the stairs carefully, help children learn about safety within the setting. However, some daily routines, such as the bathroom procedures, are not used effectively to

develop the children's understanding of how to prevent accidents. Children are closely supervised when playing outdoors. The fully enclosed areas are checked before children play and the large play equipment is secure, ensuring it is suitable for children's use. Staff use daily risk assessments to reduce potential hazards. However, these are not always completed in every room.

Staff have a suitable understanding of safeguarding children issues and know what action to take if they have concerns about a child in their care. This ensures staff quickly recognise when a child is in danger and can act in the child's best interest. However, the safeguarding children policy does not include the procedures to be followed in the event of a member of staff being accused and a record of existing injuries is not maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive happily and settle quickly. They are confident and relaxed and keen to explore the activities on offer. Staff encourage children to work together and share. Lots of praise and encouragement develops children's self-esteem. Some basic rules ensure children learn important social skills, such as being kind.

Babies and younger children enjoy activities such as playing with interactive toys, musical instruments, construction resources and cornflour play. Babies enjoy a good range of sensory equipment such as sensory bottles and cloth books. Staff use the Birth to three matters framework effectively to ensure activities, for children and babies under three, are appropriate.

Nursery Education

The quality of teaching and learning is good. Staff make regular detailed observations and record achievements in the children's profiles. Children also contribute to the profile. For example, they bring photographs from home and staff have discussions with the children about their activities. Activities are created around the children's interests, using artefacts such as books, posters or events as starting points. This helps the staff plan for each child to ensure their learning and developmental needs are met. Staff identify the next steps for each child and ensure these are focussed on during individual and group activities. This ensures children are moved on in their learning at a good pace with individual talents being maximised. Staff plan a range of activities that support learning across all areas.

Children are enthusiastic and motivated to learn. They are encouraged to be self-sufficient. The free flow system allows children to visit the toilet independently, choose snacks, pour drinks, serve their own breakfast and select resources. Children show care for others and staff interact well to settle minor disputes. Children help clear away toys and understand the routines. This ensures good relationships and harmony.

Children's spoken language is developing well. They learn to negotiate and to express their imagined experiences during a good range of role-play situations. For example, when "visiting the shops". Children are confident writers. Excellent mark making activities are demonstrated in the lovely wall displays. Children write nursery weekend news, write their name and label their work. Children enjoy looking at books and handle these well.

Children count competently. They understand the concept of simple calculation when they work out how many children are allowed in the quiet area. They spend time counting "Multi-link" and adding groups together. They use mathematical language during free play. The wide range

of practical activities and effective support from staff means children make good progress in their mathematical development.

Children regularly investigate using their senses and have opportunities to explore the materials on the "Placing and Arranging" table. They play games that encourage them to investigate objects at the nature table and they describe the texture of the cooked spaghetti. Children celebrate a range of festivals that help them to gain an understanding of the wider world. However, the festivals celebrated do not pay sufficient regard to the cultural mix of the setting. Children use a range of tools and equipment effectively to make models. However, the range of equipment that encourages children's understanding of information, communication technology is very limited.

Children express themselves creatively through a range of mediums. Wall displays, that include paintings of nurses and self portraits, show that children paint very competently and are allowed to interpret activities for themselves. Children enthusiastically sing along to the guitar at the whole nursery music sessions. They use their imagination in many ways. For example, by creating their own sock puppets.

Helping children make a positive contribution

The provision is good.

Children feel good about themselves and all are keen to participate in the activities. Staff are good role models helping children learn to respect each other. They celebrate a range of festivals, such as Chinese New Year and play with some resources that reflect various cultures. This ensures children develop a positive attitude towards diversity. There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensures all children's needs are well planned for and met.

Children benefit from lots of praise and encouragement. Staff are consistent in their approach when managing children's behaviour. Appropriate strategies according to the age and stage of development help children learn right from wrong. Staff explain why certain behaviour is unacceptable. This means children respond well to requests for good behaviour. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good. Parents receive information about all aspects of the group and policies and procedures are currently available on request. Notice boards give good information about the Foundation Stage, the Birth to three matters framework and the aims of the activities. There are formal systems in place to share information about the children's progress. Parent consultations are twice a year for all children. Relationships between staff and parents are friendly and supportive.

Organisation

The organisation is good.

Leadership and Management are good. Staff understand their roles and responsibilities. They have the opportunity for professional development and the management actively encourage staff to attend training.

Management evaluate practice constantly to ensure continual improvement in the outcomes for children. There are clear aims for the provision and staff are made aware of these during meetings. These aims reflect a commitment to improving the quality of care and education.

All documentation required for the safe and effective management of the nursery is in place. This contributes to the welfare of the children. The provision 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 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.

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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 effective hand washing procedures are in place throughout the nursery and that soap and disposable towels are always available for the children's use
- ensure daily routines are used to develop the children's understanding of how to prevent accidents
- ensure the safeguarding children policy includes the procedures to be followed in the event of a member of staff being accused and ensure a record of existing injuries is maintained.

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):

- ensure that the festivals celebrated pay regard to the cultural mix of the setting
- improve the range of equipment that encourages children's understanding of information, communication technology.

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