

Bright New Minds - Sutton

Inspection report for early years provision

Unique Reference Number	EY344784
Inspection date	14 June 2007
Inspector	Cheryl Walker
Setting Address	Petits Enfants Day Nursery Ltd, 128 Grove Road, SUTTON, Surrey, SM1 2DD
Telephone number	02086 612 201
E-mail	sutton@brightnewminds.com
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 - Sutton, changed ownership to Bright New Minds Limited in 2006. It operates from a converted detached Victorian house in Sutton in Surrey. A maximum of 43 children may attend the nursery at any one time. The core hours of the nursery are each weekday from 08:00 to 18:00 all year round. Children have access to a secure outdoor play area. There are currently 40 children aged from three months to under five years on roll. Of these, eight children receive funding for nursery education. Children come from the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs ten members of staff. Including the manager, nine of the staff hold appropriate early years qualifications and the remaining staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and spacious environment, where they learn the importance of good personal care. They develop a clear understanding of why they must wash their hands before they eat and after using the toilet because there are regular reminders for them to do so. Children are well protected from risks of cross-infection because clear systems are in place to maintain good hygiene. Staff wear disposable gloves and aprons when changing children's nappies and ensure all areas are clean before and after use. Clear labelling systems ensure that children's feeding bottles and potties are known to all staff.

Children's health is protected as staff are first aid trained, should a child require first aid treatment. All documentation for the recording of accidents and medicines is in place and well maintained.

Children are beginning to understand the benefits of a healthy diet. They enjoy healthy snacks of various fruits and drinks. The toddler and preschool rooms operate a snack bar system, whereby children can access their snack at a time of their choosing. This helps them to begin to recognise for themselves when they are hungry or thirsty. Meals are cooked from fresh on the premises, are balanced and attractively presented to the children. Children's dietary needs are well known to staff to ensure that individual requirements are respected.

Children enjoy a wide range of activities which contribute to their good health. They enjoy access to the outdoor area on most days, with the exception of extreme weather conditions. They develop self confidence in their physical skills and are skilful in using the outdoor equipment. They particularly enjoy outdoor group games. A good range of fine motor activities enable children to develop the physical skills necessary to hold a pencil in preparation for early writing.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The premises are appropriately organised and divided effectively into two areas; the ground floor for under two's and the first floor for over two's. Each area provides suitable learning areas, which are appropriately organised to enable children to move around the setting safely. Children have access to a wide range of good quality play materials that are checked for safety and are appropriate for their age and stage of development.

Children learn to take responsibility for their own safety and for their environment. Staff give high priority to helping children understand how to keep themselves safe, for example, moving chairs safely, using tools carefully and reminding them of the rules of the group. They follow the basic safety rules in place and independently tidy away their activities when they have completed them. Staff ensure the play areas are safe by completing regular risk assessments and addressing any issues noted, though during the inspection, the lower level stair gate was not consistently well secured. The premises are kept secure and only staff members open the front door for entry to the building. There is a record book to note visitors to the setting, which is consistently completed.

Children are suitably protected. The staff team recognise their responsibility to the children in their care though not all have received training in safeguarding children. Clear policies and procedures are in place to support and inform staff.

Helping children achieve well and enjoy what they do

The provision is good.

Children settle quickly and are confident within the setting. They have secure relationships with the staff. Children's sense of belonging is enhanced when they sing at song time. They enjoy being together in a small group, where they feel comfortable to begin interacting positively with their peers and with the familiar adults around them. Even the youngest children show pleasure when they rock gently when staff sing to them. Staff consistently interact in a supportive and warm manner with the children and provide ample opportunities for both adult and child led activities. Children enjoy experimenting with the musical instruments to see what noises they can make. Staff encourage their exploration, for example, when a child plays with the soft sand, a member of staff brings him a jug of water to mix with and he enthusiastically mixes and digs with his spade. Children thoroughly enjoy interacting with puppets during a group activity and staff enhance their enjoyment by using different voices, encouraging the children to listen and take part.

Nursery education

The quality of teaching and learning is good. Staff understand the children's developmental needs and provide a wide range of activities and experiences to move them on. Staff working directly with this age group demonstrate suitable understanding of the curriculum guidance, though would benefit from further training to consolidate their knowledge. Support is gained from senior staff and experienced colleagues. They create a well presented and stimulating environment, in which children can explore and investigate, at a pace that suits them and enables them to make progress in their learning. Planning is based on children's interests and each topic is continued and extended for as long as the children show interest. Staff regularly observe and listen to the children to discover their interests and then plan activities around these. This promotes and stimulates children's learning and enables them to make good progress towards the early learning goals.

Children move freely from one activity to another. They show interest in numbers and use mathematical language in their play. For example, 'that would be too big' and 'you're making it too full', when children pour their own drinks at lunch time. Staff naturally provide opportunities for the children to count during the everyday routine. They encourage children to solve simple calculations when they lay the table and find there are not enough knives for each place setting. Children choose number activities during free play and join in with the actions with number rhymes and songs.

Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences. Children's artwork is their own, though there are few examples of children owning their work by attempting to write their own names because staff label the children's work for them. All of the children understand that print carries meaning and they handle books with confidence and enjoy listening to stories.

Children investigate using their senses. They are particularly enthusiastic when they explore the tray of ice and using rich language to describe the effects of warmth. Staff take time to talk to the children to encourage their learning. Children have good opportunities to learn

about living creatures when they take care of the pet African snails in the pre school room. They are able to take turns in taking the snails home and record what they snails eat, when they come out of their shells and draw close observational pictures of what they see.

Children have regular opportunities to develop independence when they lay the tables at lunchtime. They serve themselves from dishes at their level, carry their plates back to the table and skilfully pour their own drinks. They learn to recognise their own names when they self register at the beginning of the sessions.

Helping children make a positive contribution

The provision is good.

A good range of books and celebrations introduce children to the local community and to the wider world and encourage them to be accepting of difference. The setting plan to increase the range of resources that reflect diversity after the refurbishment of the setting. There are good systems in place to support children with learning difficulties and/or disabilities. Staff work successfully with parents in identifying children's needs and involve other professionals where appropriate, to support each individual child.

Children benefit from effective praise and encouragement. They are well behaved and well mannered, showing respect for their carers and their peers. Staff use positive methods when managing children's behaviour and intervene only when necessary, allowing children time to think, negotiate and resolve disputes for themselves. This positive approach fosters children's spiritual, moral, social and cultural development.

The partnership with parents and carers is good. Parents receive appropriate information about the curriculum and benefit from effective verbal handovers. Staff hold open evenings where they talk to parents about their children's progress and ways in which they can continue some of the learning at home. Parents are encouraged to become involved and can join the newly created parent's committee.

Organisation

The organisation is good.

Leadership and management of the nursery education is good. Staff meet regularly and have a clear understanding of their roles and responsibilities. They are encouraged to develop their skills and knowledge through training opportunities and also visits to other settings to look at good practice. The senior team are aware of the setting's strengths and weaknesses and there is strong commitment to providing a high standard of care and education, though they are currently going through a period of transition, whilst awaiting a complete refurbishment of the building.

All documentation, policies and procedures required for the safe and effective management of the nursery are in place, which contributes to the welfare of the children. Space, well qualified staff and resources are well organised to create a stimulating environment where children are busy and occupied throughout the nursery day. Good systems for review and evaluation are in place to enable the staff team to constantly develop their practice and as a result, improve the outcomes for children attending the setting. A robust recruitment system ensures that children are cared for by an appropriately checked staff team.

Overall 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.

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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):

- consolidate all staff knowledge and understanding of child protection

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):

- enhance staff knowledge of the curriculum guidance for the Foundation Stage
- provide more opportunities for children to practise writing their names on their work

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