

# Brightstart Childcare & Education

Inspection report for early years provision

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**Unique reference number**

EY342404

**Inspection date**

10/02/2011

**Inspector**

Jennifer Devine

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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 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).

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.

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## Description of the setting

Brightstart Childcare and Education nursery registered in 2006. It is owned by Brightstart Childcare and Education Limited. The setting operates from Kanton Methodist Church Hall, which is located within the London borough of Brent. Children have access to one large hall, one small hall and an enclosed outdoor play area.

A maximum of 30 children may attend the nursery at any one time. It is open each week day from 8.30am to 5:00pm for 49 weeks a year. There are currently 28 children in the early years age range on roll. Of these, 12 children receive the nursery education grant. The nursery supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

There are six members of staff, five of whom hold a relevant childcare qualification. The sixth member of staff is currently studying for an early years qualification. The nursery has been accredited by the Effective Early Learning programme and the I Can Talk communication programme. The nursery is registered on the Early Years register, and the compulsory and voluntary parts of the Childcare register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall, children are happy and settled in the nursery. This is due to the staff knowing the children's individual needs and interests generally well and planning an exciting curriculum to support their development.

The setting is well resourced with a good range of equipment which ensures all six areas of learning are given equal consideration. As a result, children are making good progress towards the early learning goals.

Comprehensive self-evaluation methods ensure the staff frequently review their practice, ensuring improvements are continually made and the nursery strives to offer high standards of care and education. The partnership with parents is exceptional and ensures positive trusting relationships are developed which impacts on the progress children make.

## What steps need to be taken to improve provision further?

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

- re-organise snack times so that children are offered a drink whilst they eat
- ensure fire drills are regularly carried out and records maintained in the fire

- log book
- develop ways of ensuring children's attention and concentration is maintained in small group times .

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

Robust recruitment procedures are in place which ensures all adults working with the children are suitably checked. Staff are fully aware of their role and responsibilities with regard to safeguarding children and understand the procedures to follow if they were concerned about a child. Staff are deployed appropriately to ensure children's safety and well-being at all times. Risk assessments of the premises and for any outings are conducted and reviewed regularly, and this ensures children's safety is maintained. However, the fire log book indicates a practice fire drill has not been conducted for some months.

The manager's clear vision and ethos for the development of the setting demonstrates a firm commitment to ongoing improvement. She has high expectations and is successful in inspiring the staff to share this passion and positive approach to work together to benefit outcomes for children. Self-evaluation is used effectively to review practice and target areas for development. The setting has been accredited by the Effective Early Learning programme and regularly reflects on their practices and future plans.

Partnerships with parents and carers is exceptional. The nursery has a highly positive relationship with parents and they are made to feel extremely welcome into the nursery. Parents are included in the decision making of the setting and their views are regularly sought by providing questionnaires initially after the settling-in period and then on a regular basis. Parents are kept well informed about all aspects of their child's achievements, well-being and development through regular verbal feedback. More formal meetings are held through out the year where parents and the key carer can discuss the child's progress in more depth and share the learning journeys. Parental comments are very positive and indicate that they are extremely pleased with the care and educational provision their children receive. The nursery is highly committed to working in partnership and has developed effective links with the local schools to support the transition for children moving onto reception class.

The setting is well equipped with a good range of safe and suitable furniture and equipment. Children's independence is fully promoted as they can access a full range of activities and equipment from low level storage units. Staff have an good knowledge of each child's background and needs. Parents complete an entry profile and this enables the key carer to build up a clear picture of each child's routines, likes and dislikes to help them settle in. Staff are knowledgeable about promoting an inclusive environment for all children. Children with additional languages are well supported as many of the staff speak additional languages or they obtain key words to help children settle. Children with special educational needs and/or disabilities are integrated well into the setting and given support by the staff as required. The nursery celebrates a variety of festivals over the year

and has a range of books and resources to help children understand about diversity in their society.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and settled in the nursery and are making good progress in their development. The nursery atmosphere is generally calm, with most children absorbed in their play. Children separate generally well for their parents or carers and are developing a sense of belonging in this friendly environment as they greet one another and join in with play. Some children are currently settling and staff work together with parents encouraging them to stay and settle their child. The staff are sensitive to the children's needs and provide reassurance and comfort as needed.

Children are generally well supported by the staff who spend time with groups of children or individually to support and extend their learning. At times, particularly during small group sessions the staff do not always ensure children are fully engaged and listening and this causes some disruption to the group. Overall, children's behaviour is acceptable and they respond positively to praise and encouragement by staff. Any difficulties are handled sensitively and appropriately by the staff.

The setting is well equipped with a good range of safe and suitable furniture and equipment. The room is set up in the morning to fully incorporate the six areas of learning. Staff set up some of the activities and the children are encouraged to move freely from one activity to another. They can also self-select resources from the low level shelving and this promotes their growing independence.

Staff have a good understanding of the Early Years Foundation Stage and have developed effective planning methods to ensure children have individual goals to reach in their development. Staff observe children's progress and record the next steps for learning in their learning journeys and complete regular summative assessments which are shared with parents.

Children's creativity is supported well as they thoroughly enjoy making play dough. They follow a simple picture step-by-step instruction card and learn about the different properties of the flour, salt and oil as they mix and knead the dough. Staff provide support to children's learning through out this activity, talking to them and posing questions to make them think. Children's number skills are developing as they count how many cups of flour they need and learn about how to get the right consistency by adding just enough water.

Children have good opportunities to develop their skills for the future as they enjoy using the computer. They are confident in their computer skills and are learning about controlling the mouse and following simple programmes. They also enjoy using the nursery camera and downloading their pictures onto the computer. Children are developing their pre-writing skills as they have good opportunities to

mark make with a wide range of resources. Children have their own individual mark making books where they can draw or attempt to write as they wish, and children enjoy taking these books home to share with their parents.

The setting is well equipped with a welcoming book corner, which has suitable age appropriate books attractively displayed with the use of story props. Children enjoy sitting in the book corner sharing books and listening to stories with an adult. They are developing an understanding of how to look after books, turning the pages carefully one at a time. Children have good opportunities to go outdoors and take turns during the morning to play outside. They are able to experience the different weathers as the nursery provides rain suits and wellington boots and they love going outdoors in the rain to jump and splash in the puddles. They are developing an understanding of sustainability and learn about recycling materials to prevent waste and take items to the local recycling centre regularly. Outings around the neighbourhood are organised often and children enjoy going to the local park, the vets, pet shop and dentist. Children's physical skills are further developed as they take part in a weekly physical development programme organised by an outside company.

Children in the under two's rooms are given good support in their learning. Staff are very caring and attentive to the young children's needs. They are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are aware of providing exciting experiences to develop their senses and early development. Toddlers thoroughly enjoy the freedom of moving around their room and enjoy mark making on the chalk board and enjoy sitting with their key carer looking at their favourite books

Children are adopting healthy lifestyles as they learn about the importance of good hygiene and why it is important to wash their hands before eating. Each child also has their own hand wipes to use during the day to help prevent cross infection. Children are provided with snacks of fruit, raw vegetables and crackers. They are developing their self-help skills as they help to cut up the apple or carrot and butter their own crackers. Children can help themselves to fresh drinking water at any time but during snack time staff do not provide the milk or water until after the children have eaten. This does take into consideration each child's individual needs as some children may need a drink whilst eating.

Children are learning to take responsibility for their own safety and the safety of others and are able to move around the nursery safely, confidently and independently. They learn rules of the nursery such as why they must not run indoors and the importance of using scissors safely. Children's safety is further promoted by staff's understanding of appropriate supervision levels, both inside and outdoors. Children are secure and self-assured as they are able to move around the setting as they choose, spending time interacting with their friends and the staff. However, children are not learning about the importance of evacuating the setting as a fire drill has not been undertaken recently. The nursery has had visits from the local fire brigade to reinforce safety and also to learn more about the people in the community.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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## **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