

# Brighter Beginnings Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number**

EY358581

**Inspection date**

13/03/2012

**Inspector**

Jo Warburton

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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

Brighter Beginnings Day Nursery registered in 2007 and is one of six privately owned nurseries run by the same provider. It operates from three rooms within Newton Heath Children's Centre in Manchester. Children have access to separate outdoor areas with a large grass area which is used for a bike track. It is open each weekday from 7.30am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register for a maximum of 53 children to attend at any one time. There are currently 81 children aged from four months to under five years on roll, some in part-time places. The nursery is registered on the compulsory and voluntary parts of the Childcare Register. The nursery supports a number of children with special education needs and/or disabilities and children who speak English as an additional language.

There are 24 members of staff, all of whom hold appropriate early years qualifications to at least National Vocational Qualification Level 2. There are 13 members of staff at level 3 and six at level 4. In addition, two members of staff are qualified to degree level. The nursery provides funded early education to two-, three- and four-year-olds and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a welcoming and inclusive environment where their individual welfare, learning and development needs are well met by dedicated staff. Clear understanding of the Early Years Foundation Stage contributes to the children making excellent progress in their learning and development. There is a strong emphasis on partnerships with parents and other agencies. Policies and procedures are implemented effectively to safeguard and promote children's welfare. However, on occasion there are slight inconsistencies in relation to daily checks and sharing of information. There are very effective systems in place to monitor, review and reflect on current practice and the nursery demonstrates a very good capacity to improve further.

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

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

- improve procedures for maintaining a safe environment, particularly in relation to the outdoor area
- ensure there is consistency in all staff's knowledge of children's dietary requirements.

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

A strong commitment to keeping children safe means that all staff have a good understanding of their roles and responsibilities in relation to safeguarding. All necessary policies, procedures and records are in place. Effective safeguarding checks ensure that the nursery only employs personnel who are suitable to work with children. Staff are vigilant throughout the day; ensuring children are well supervised and protected from accidental harm. Detailed risk assessments are routinely carried out to protect children as they play indoors and out, and go on outings. However, there is some inconsistency in the monitoring of these practices.

Detailed policies and procedures are in place to help with the safe and smooth management of the nursery. The senior management team are passionate and enthusiastic about driving improvement and action plans have highlighted areas of strength and areas to develop. The manager successfully promotes collaborative working to share knowledge and question practice in order to drive ongoing improvement. Detailed planning systems are in place to provide tailored individualised care. Informative tracking and analysis of this data ensure staff know each child well.

Engagement with parents is valued by staff and promoted extremely well. Home visits are conducted before a child starts. As a result, staff are able to gain detailed information to enable them to provide personalised care and learning for each child. There are very effective strategies in place to help parents understand and support their children's learning, such as consultation evenings and open days. Parents are kept extremely well informed of their children's progress through discussion and viewing children's 'learning journeys'. In addition, partnerships with external agencies are very well established to ensure all children with special educational needs and/or disabilities receive the support they need. This successfully contributes to their progression and continuity of learning and care. Staff are highly effective in promoting positive attitudes to diversity and difference within all children. Consequently, children and families feel included, safe and valued.

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

Children are extremely happy, settled and content in the nursery. This is because the staff implement an effective key person system which provides consistent care for all children. Staff are highly skilled in the Early Years Foundation Stage and have a very good understanding of how children learn; as a result, all children make excellent progress. The system for observation, assessment and planning is embedded into daily practice. This high-quality planning ensures that children are provided with a balanced programme throughout the day. A mix of adult-led and child-initiated activities cover all areas of learning and as a result of this children's individual needs are excellently met.

Children's behaviour is exemplary and they demonstrate positive attitudes towards others and to their learning. They are given opportunities for self-reliance to promote their self-confidence. They help set the tables before lunch, use the toilet independently and help to look after pet snails. Young babies help to choose the colour of paint for use in the play dough. They add ingredients, mix and become immersed in a full sensory experience. Cuddles, reassurance and lots of praise are offered, helping young children feel secure. Children feel safe at the nursery as staff are vigilant in teaching them about safety around them. Key group 'friendship time' provides further opportunity for focused activities. It develops children's personal, social and emotional skills and extends their communication and language. Children have good access to books and a rich print environment. This develops their early literacy skills. Clipboards are available in all areas of the pre-school room to encourage early writing and all children have access to large chalk boards outside. Older children have daily 'letter and sounds' time. Children are skilled in using mathematical language as they count and sing number rhymes. Problem solving skills are developing well as they measure, using different sized jugs in the water tray and build towers with a variety of different blocks.

Children's skills for the future are developing well. Younger children have access to push button toys and phones, developing their technology skills. Older children have access to some information, communication and technology resources. For example, a compact disc player, 'walkie talkies' and a camera. Children's understanding of the wider community is effectively promoted through the celebration of various religious and cultural festivals, such as Chinese New Year, Diwali and Eid.

Children's health and well-being is supported well. They wash their hands and staff follow effective hygiene procedures to prevent cross infection. Good communication and information from parents ensures the nursery is aware of children's medical needs. Detailed information is gathered regarding children's individual dietary requirements. Despite this, there is some inconsistency in the knowledge and understanding required by staff in order to meet children's individual dietary needs. Children are offered wholesome home-made food and healthy snacks during their day, encouraging them to make healthy choices.

Children flourish as practitioners spend the majority of their time at their level, interacting with them. Practitioners are skilled at using open-ended questions and activities with the children to help them think and solve problems. Consequently, children's learning is consolidated and their thinking skills are well developed. Children are able to make choices and can easily access a broad range of labelled resources and equipment. Children have access to an abundance of activities, both indoors and outdoors, that stimulate their creative skills. They are able to choose, for instance, from painting to dressing up and playing musical instruments. Daily access to the outdoor play area and weekly swimming and dance lessons for older children develops physical health and overall learning and development. Children also enjoy going on weekly visits to the woods exploring the natural environment, which enhances their knowledge of the world around them.

## 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	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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	1
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	1
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