

# BrightStart@Compass

148 Compass Road, Hull, East Yorkshire, HU6 7BG

## Inspection date

Previous inspection date

07/11/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- The staff have a good understanding of how young children learn and provide a wide range of different opportunities to promote their learning through play and discussion, whatever the children's individual needs and abilities.
- Staff use the information they receive from parents and their own observations to identify children's starting points very effectively as a foundation for their learning.
- Warm, caring relationships have been established, which ensures that the children feel happy, settled and secure in the nursery environment.
- Children are settled, happy and motivated in their play. They show good levels of engagement, independence and curiosity, while behaving well and considering the needs of others.
- Excellent relationships have already developed with parents, which ensures that staff can obtain their views of the children's care and information about their individual needs.

### It is not yet outstanding because

- The self-evaluation process does not give staff the opportunity to participate in identifying the strengths of the nursery or to be involved in consultation about aspects included in action plans for the future.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector discussed the policies and procedures, which are used to manage the setting.
- The inspector observed the children playing, both inside and outdoors, during the inspection.
- The inspector discussed children's development with their key persons, how this is recorded in their learning journeys and the planning developed to meet their needs.
- The inspector took account of parents' and grandparents' views both verbally and from questionnaires they have completed as part of the nursery's self-evaluation process.

### Inspector

Rosemary Beyer

## Full Report

### Information about the setting

BrightStart@Compass was registered in 2012 on the Early Years Register. It is situated in premises in North Hull and is owned and managed as a Social Enterprise organisation. The nursery serves the local area and is accessible to all children. It operates from two large playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, apart from between Christmas and New Year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 48 children attending, who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children, who speak English as an additional language and those with special educational needs and/or disabilities.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- develop the self-evaluation process to include consultation with staff to ensure that their views are obtained and they are able to contribute to future planning.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children's progress in their learning is good. This is because the staff have a very good understanding of how to engage children's interests and support their development. Staff have a good knowledge of children's starting points and their initial assessment ensures that they can build on what children already know and can do. The quality of teaching is strong and children's progress across all the areas of learning is good, particularly in their physical, personal, social and emotional development and communication and language. Children are involved in and concentrate well on their chosen activities, such as building towers or playing with the sand.

Children use the comfortable book areas independently but also like to sit with staff to listen to them reading. They are confident in taking turns to contribute to stories and rhymes and predicting or discussing what is happening. Children, including those who are non-verbal, are able to express themselves, such as when they are hungry or want particular resources. Both staff and children use sign language to aid communication. Babies' early, investigative and curiosity skills are promoted very effectively through the use of a wide range of resources, including treasure baskets full of natural materials for them to use. Babies enjoy using paint both with their brushes and their hands and confidently make patterns on the paper. A complete orange handprint on the door was celebrated by staff, who were covering it to show the parents. One child during the inspection showed great fascination with the sand, pouring it through their hands,

relishing the feel as it covered their fingers. Babies are also developing their communication skills and although, they are not all verbalising, they make their needs known. Staff work closely with outside agencies to develop support for children with special educational needs and/or disabilities. They have experience of completing assessments and willingly attend case conferences to support the families of children in their care. Parents value the participation of the staff and their positive attitude and non-discriminatory practice encourages all children to have respect for each other whatever their differences.

The nursery has observation, monitoring and planning processes in place to ensure that all areas of learning are planned for and included. Observations of children's activities are instantly recorded in writing and with photographs, and matched to the areas of learning. These are then used to inform the weekly planning and activities for individual children. Through careful tracking, staff can see how well children are making progress.

All children have opportunities to explore information, communication and technology, such as through the use of a computer and programmable toys, which they use very capably. They also use the camera confidently, although, the results are not always what is expected. The photographs of each other's feet and backs were a source of great amusement. With practice, the children managed to take some photographs of what they were aiming at.

Parents are encouraged to participate in activities at home and to make observations of their children, which are then included in the learning journeys. They are also invited to parents' week at the nursery to discuss their children's development. Parents enjoy seeing the progress their children make while having fun in the nursery.

The nursery is well planned to enable children to explore and play freely. They can help themselves to an excellent range of resources, which are available to meet the needs of all the children attending. Furniture is of the correct size and ensures that babies can sit safely at mealtimes, while older children have appropriate cutlery and tableware to enable them to feed themselves. Mealtimes are pleasant, social occasions when the children sit, talking to their friends, eating healthy, well-prepared food. They are willing to try new foods and enjoy their growing independence when serving themselves.

### **The contribution of the early years provision to the well-being of children**

Staff deploy themselves well to ensure that all children benefit from secure attachments. Also the key person process enables staff to develop a close relationship with both the child and his or her parents and other carers. All the children who attend regularly are comfortable with the staff and ask them for help if they are worried or have concerns. The settling-in process is established and led by the parents' wishes and children's needs. Babies are well settled as the staff have a very good understanding of their individual needs, likes and routines. All the children show confidence and know that they can hurt or harm other children if they are careless with the toys. They behave well and take turns and share in their games.

During the inspection, the pre-school children showed that they are settled and comfortable with the staff and have built good relationships with each other. They happily welcome each other in circle time at the beginning of the afternoon session. They are also developing a good sense of humour as, much to their amusement, the staff member called two of them by the wrong name. Children said they, 'were all mixed up'.

Staff understand the importance of good hygiene practice, which they pass on to the children. Babies are changed regularly, with good procedures in place and staff ensure that their noses are wiped and their hands washed before food. They go to sleep happily with soothing music and close staff attention to help them settle.

The older children have a good awareness of healthy practices as they wipe their noses and wash their hands after personal care and before food. Children enjoy healthy, nutritious meals provided by the nursery. Fruit is available for snack, when they also develop independence and literacy skills, by finding their own name cards and by pouring their own milk or water. All children and babies attending the nursery are learning to brush their teeth correctly and for the right amount of time. The introduction of the 'brush bus' after meals has made this an enjoyable activity, which promotes good dental hygiene. Children are encouraged to continue this good practice at home and are developing a positive attitude and understanding of healthy eating.

Children within the nursery learn to behave well and that boundaries are there for their safety and to protect them. This means that children understand how they should behave and are considerate of each other, taking turns and sharing well. Babies show concern for each other if they are upset, but staff are able to comfort them.

Information about children's development and welfare is regularly exchanged with other providers. Staff have also developed a summary form for the two-year-old children, which is completed in consultation with parents. Also they have clear transition processes for the children who are starting school. Children are encouraged to develop independence in their personal care, putting on their coats and shoes. Visits to the local schools by the children and to the nursery by teachers, help to provide a smooth transition to school.

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

The staff have a secure knowledge and understanding of safeguarding issues and the procedure to follow if they have concerns. This is an integral part of their induction when they start working in the nursery and apprentices and students are also made aware of the procedure to follow. Parents are made aware of their role and responsibility to protect all the children in their care. Comprehensive risk assessments are in place and are regularly reviewed. These identify hazards and appropriate steps to take to eliminate risk and keep children safe and secure. The environment is welcoming, safe and stimulating and children enjoy their learning and grow in confidence.

All the nursery staff work hard to provide high quality care and learning opportunities.

They work extremely well as a team, keeping each other informed and exchanging information about their key children and any achievements or concerns. Staff are well qualified or working towards qualifications, in order to further enhance the service, which they provide. The ongoing supervision and appraisal system ensures that their practice is constantly monitored and they are given opportunities for training to promote their own knowledge and skills.

The process of self-evaluation is used to identify areas for improvement, which can be included in the action plan, while also recognising the strengths of the setting. The parents and grandparents have been consulted about the nursery, but staff have not yet been included in the process. Staff have undertaken training to implement the new Early Years Foundation Stage and are aware of the changes to the areas of learning. They have also developed a two year summary form, which has been used to discuss children's progress with parents before being passed to the Health Visitors.

The action plan for improvement has been produced and includes the development of the outside area and the introduction of pets into the nursery. Babies and toddlers are to have fish tanks in their rooms. The pre-school children are currently voting to decide on their pet. They are choosing between fish, guinea pigs or land snails. They have started to stick their stars on the pictures of each pet and the land snails appear to be the most popular choice. When discussing the snails, the children are enthusiastic and looking forward to caring for them.

The staff work closely with other professionals to support children with special educational needs and/or disabilities. They care for children with a range of special educational needs and/or disabilities and take great delight in their achievements and progress. Staff also work well with families whose children speak English as an additional language, with labels and notices in their home language to make them feel comfortable and valued. Parents' and grandparents' views are sought through discussion, daily diaries and questionnaires and those spoken to during the inspection expressed great satisfaction with the care their children receive. They like the positive attitude of the staff and the way they plan activities to support all the children; none feel left out. They enjoy looking at the development folders and seeing art work and photographs displayed on the walls.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY444166
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	794898
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	38
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Bransholme Community Childcare Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01482 855250

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## **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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