

Brighter Beginnings

442 Hollinwood Avenue, MANCHESTER, M40 0JH

Inspection date	07/12/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children are highly motivated and consistently demonstrate the characteristics of effective learning. The educational programmes have depth and breadth and are delivered by staff who have very high expectations of themselves and children, with expert knowledge and a clear understanding of how children learn.
- Key persons are highly skilled and sensitive and help children to form secure emotional attachments and feel very secure within the setting. They have an excellent knowledge and understanding of the children that they care for and skilfully support children in their next steps in learning.
- The rich, varied and stimulating environment promotes learning and challenge and provides a strong base for children to manage risks and understand how to keep themselves safe and healthy.
- Staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The thorough implementation of robust policies and detailed procedures successfully promotes children's safety and well-being.
- Partnerships with parents, outside agencies and other providers are very effective and contribute to ensuring children's individual needs are quickly identified and met effectively.
- The setting's practice consistently reflects high expectations for all the children and staff. Their practice effectively enables children to make excellent progress and prepares them extremely well for school.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play areas.
- The inspector held a meeting with the manager, talked to staff and key persons and carried out a joint observation of an adult led activity.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and recruitment procedures.
- The inspector took account of the views of a parent spoken to on the day of the inspection.

Inspector

Julie Kelly

Full Report

Information about the setting

Brighter Beginnings is one of six nurseries privately owned by Brighter Beginnings Day Nurseries Ltd in the Manchester area. The setting has operated on this site since 1991 and re-registered in 2012 in order to become part of the existing Limited Company which was established in 2006. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from self-contained premises in the New Moston area of Manchester. There are two secure enclosed areas available for outdoor play.

The setting operates from 7.30am to 6pm Monday to Friday for 51 weeks of the year. There are currently 83 children on roll, all of whom are within the early years age group. The setting offers full-time and sessional care to children from four months to five years of age. It receives nursery educational funding for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The setting employs 27 members of staff who work directly with the children. Of these, four hold an early years qualification at level 4 and 19 hold an early years qualification at level 3. The setting is a member of the National Day Nursery Association and has completed the 'Quality Counts' quality assurance scheme.

What the setting needs to do to improve further

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

- build on current systems to evaluate and monitor practice to ensure that the first rate practice already achieved is sustained and consistently improved upon.

Inspection judgements

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

Children thrive and are well motivated to learn in this extremely high quality setting. Staff have excellent skills and knowledge of the learning and development requirements and a clear understanding of how children learn. The exciting, stimulating and extremely well

organised environment, both indoors and outdoors, ensures that all children make rapid progress towards the early learning goals. Children are well motivated and eager to learn and consistently demonstrate the characteristics of effective learning. For example, babies gaze intently at their key person and show excitement in their faces during a singing session. There is an extremely sharp focus on helping children to acquire communication and language skills and supporting physical, personal, social and emotional development. As a result, children are exceptionally well prepared for school and their next stage of learning. For example, children develop their social skills as they play cooperatively with each other, take turns, share resources and negotiate and problem solve when carrying out activities.

Following recent training on the revised Early Years Foundation Stage staff have introduced 'fascination traps' as a way of providing babies and children with exciting opportunities to play and explore, actively learn and be creative and think critically. For instance, babies enjoy investigating big boxes filled with shiny paper and huge trays of paint and ice and explore rolling in paint and shaving foam. While toddlers investigate ice cubes with objects frozen inside that they can retrieve once the ice has melted. The pre-school children find a bear and his suitcase sitting in the role play area which prompts questions such as, 'Where is he going?' 'Where has he been?' and 'What is in his suitcase?'. The outdoor environment enables children of all ages to have freedom to explore, be physically active and have first-hand experiences of the seasons and weather. Children have opportunities to develop their large muscle control and coordination as they climb, run, slide and jump in and out of the tyres that are set into the ground. Staff support babies to develop their small muscle control and skills by providing them with objects they can pull, push, squeeze and hold. Children initiate their own learning through exploration and investigation and staff use their skills and knowledge to challenge their thinking further. They particularly enjoy exploring and investigating the 'mud kitchen' where they make marks with sticks, mix mud and water to make pies and learn about water freezing and ice melting.

The setting has successfully completed the 'Every Child a Talker' programme and children's records evidence that it has had a significant impact on improving children's communication and language skills. Staff provide endless opportunities for children to communicate their thoughts and ideas as they explore new and interesting resources and experiences that promote their curiosity and thinking skills. For example, children investigate resources, such as a cow hide, rams' horns, a sheepskin and cow horn to discuss where they came from, who they belong to and what they feel like. Visual props, such as real objects and pictures, support those children who communicate non-verbally. For example, young babies are shown a nappy by the key person to indicate that they are going to change them and older babies select their own nappy and take it to their key person to communicate their care needs. Children who speak English as an additional language are supported extremely well through excellent partnerships with parents. Staff obtain words in children's home language and provide dual language books to help to develop children's understanding of English.

Assessments of children of all ages are clear, precise and sharply focused and include contributions from all those involved in each child's learning. They are based on staff's comprehensive knowledge of the children and their families and as a result allow staff to

support children in making excellent progress in relation to their starting points. A robust system is in place for tracking and analysing children's learning and progress. As a result, children who are at risk of falling below their expected levels of development are identified quickly. This ensures they receive targeted support and appropriate intervention if necessary. Assessments clearly demonstrate that any gaps in children's learning are closing rapidly.

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

Children clearly understand how to keep themselves safe and healthy in the stimulating and safe environment. Staff teach children about health and safety as they discuss 'stranger danger' and through following children's interest in fire fighters enhance children's knowledge of the emergency services. Children learn to manage their own risks because staff encourage and support them to be independent, confident learners. For example, on a visit to the park children are taught how to cross an open-sided bridge safely. Key persons are highly skilled and sensitive and fully support children to form strong, secure, emotional attachments which provide a solid foundation for their personal, social and emotional development. For example, children are encouraged to be independent as they select their own resources from the vast range of activities and resources on offer.

Children enjoy a wealth of nutritious snacks and meals which are prepared by a highly qualified catering manager. Individual dietary needs are known by all staff and robust procedures are in place to ensure that children are provided with meals containing appropriate ingredients that meet their individual requirements. Parents of young babies are supported with their child's individual weaning programme and staff work closely with them to ensure continuity of their dietary needs and development. Children learn about the need for healthy food and fresh air and the effects of exercise on their bodies as they participate in yoga, gym and swimming sessions. Each playroom has a cosy area where children can rest and babies have access to small beds which they can crawl into independently if they need a sleep. Children develop independence and social skills as they help each other with tasks. For example, they give out plates, spoons and cutlery at mealtimes, pour their own drinks and serve their own food. These are social occasions when children chat with friends and staff about their home and family and where they went at the weekend.

Children learn about expected levels of behaviour from the positive role modelling of staff and from each other. Children's behaviour is exemplary because staff provide clear boundaries and implement the behaviour management policy consistently throughout the setting. In the pre-school room a giant five minute timer is used to help children to take turns and share the most popular equipment and resources. Children independently set the timer to help support their understanding of sharing and manage their own conflicts and young children are observed to say 'in five minutes when the sand has run out it will be your turn to have the digger'. Highly effective procedures and skilled key persons ensure that children are extremely well prepared for their next stage in learning. Prior to starting the setting children receive a home visit by the manager and their key person. Staff use these visits as an opportunity to find out about the children from their parents

and to begin to build positive relationships with children and their families. Feedback of this process from parents, following consultations, shows that they feel this is a significant factor which helps children to settle well into the setting. Staff also make close links with the reception teachers from feeder primary schools to inform them of children's stage of development and learning needs to ensure continuity of learning.

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

Leadership is inspirational and the robust process of self-evaluation is well-documented. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on the impact of teaching on children's learning. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. The continuation of this process will enable staff to ensure the provision and practice continues to improve and provide the best possible learning outcomes for all children. Staff, children and parents are fully involved in the process and their views are actively listened to and their ideas and suggestions are implemented. High quality systems for professional supervisions are in place, based on staff self-appraisals and discussions during one-to-one meetings with the manager. Staff are regularly observed by the manager to ensure their practice is of high quality at all times. As a result of regular observations by the manager, strengths and weaknesses of staff practice are identified and they are supported to improve their practice through professional development training. Peer observations are consistently undertaken to help staff to share knowledge and expertise and learn from each other, which ultimately enhances the quality of teaching and learning.

Staff have a wealth of knowledge and understanding of how to protect and safeguard all children. For example, there are robust policies and procedures in place for safeguarding, recruitment and risk assessments. All staff have completed safeguarding training and have a comprehensive knowledge of what to do and who to contact if there are any safeguarding concerns. Robust security measures are in place to ensure unwanted visitors do not have access to the building. For example, all playrooms are fitted with video links to the front door so staff can speak to the person and view them before they allow them to enter. Highly comprehensive risk assessments, which are consistently implemented, keep children safe both indoors and outdoors, and when out on trips. All policies and procedures are reviewed and updated annually or more often if necessary to ensure any new up-to-date information is included.

Staff have an exceptional knowledge of the educational programmes and consistent monitoring ensures that children experience a broad and balanced range of experiences that help them progress rapidly and successfully towards the early learning goals. Assessments are consistent and precise and children's progress is carefully monitored to ensure children who may need extra support are quickly identified. Children's needs are exceptionally well met through highly effective partnerships between the setting, parents and outside agencies. Parents are extremely complimentary about the setting and the service it provides. They comment that staff are caring, friendly and approachable and support children and their families exceptionally well. Parents say that they know their

children are happy and thoroughly enjoy their time in the safe, secure and exciting environment.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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

Unique reference number	EY449659
Local authority	Manchester
Inspection number	803928
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	69
Number of children on roll	83
Name of provider	Brighter Beginnings Day Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	01616828057

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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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