

# Bright Beginnings

Nuffield Health Fitness & Wellbeing Centre, Kingston Park, Kingston Street, HULL, HU1 2TX

<b>Inspection date</b>	13/02/2013
Previous inspection date	07/04/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>3</b>
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children benefit from a wide range of play experiences to support their learning and development. Children's language skills are encouraged through various discussions and conversations to promote their communication skills.
- Children are independent at meal times; they make their lunch and serve themselves. This enables children to be confident and promotes their self-esteem.
- Observations describe children's learning and experiences, link with the seven areas of learning and value contributions from parents. Planning is based on children's interests and detailed assessments which highlight children's developmental stage.

### It is not yet good because

- Risk assessments are not sufficiently thorough to ensure all hazards within the nursery are identified and minimised.
- There is scope to improve the information sharing between settings children attend to further support continuity in their learning experiences.
- Self-evaluation is not always used effectively to involve parents and children in helping to identify strengths and weaknesses or set challenging targets for improvement to the setting to support children's achievements over time.

## 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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all three rooms of the nursery. She also observed snack time and lunch time.  
The inspector looked at children's learning files containing observations and assessments. She also looked at the planning and the overview of children's assessments.
- The inspector looked at evidence of the suitability of staff and a selection of policies and risk assessments.
- The inspector held meetings with the manager and spoke with children.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Caroline Stott

## Full Report

### Information about the setting

Bright Beginnings registered in 2010 on the Early Years Register. It is also registered on the voluntary part of the Childcare Register to provide creche places for parents attending the fitness centre. It operates from one room, divided into appropriate areas, in the Nuffield Health Fitness & Wellbeing Centre in Kingston-upon-Hull. There is an enclosed

area adjoining the playroom for outdoor play, and the setting also has use of the tennis courts. The nursery serves the local area and is accessible to all children.

The nursery employs five members of childcare staff, four of whom are qualified at level 3 one is working towards level 2. The nursery opens Monday to Friday, all year round, with the exception of one week at Christmas and all Bank Holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 26 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities. The setting receives support from the local authority.

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

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- take reasonable steps to ensure the safety of children on the premises by ensuring the hooks on the fence are made safe and safety gates are closed.

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

- develop information sharing between settings about children's learning and development, their interests and next steps in learning, to obtain a fuller picture of children's accomplishments through shared experiences
- devise and implement a thorough self-evaluation process, which includes the views of parents and children and strengthens the links between identified priorities and plans for improvement, that supports children's achievements over time.

### **Inspection judgements**

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

The nursery's practitioners clearly understand the seven areas of learning and appreciate that children learn through play. Each room is well organised and supports the prime areas of learning appropriately. This provides an environment for children to freely explore, enabling them to gather resources independently to support their interests and their play. Babies enjoy the sensory area and play with instruments as they explore using their senses, supported by knowledgeable practitioners. They collect their toys from welcoming laid out areas. This promotes their confidence and supports children's personal, social and emotional development. Toddlers investigate as they thread cotton reels,

helping to develop their small control skills. This activity also supports their mathematical development as children count and recognise colours. As children take part in baking activities they learn about shapes, counting and measuring. They discuss different sizes, lengths and patterns, to further support their mathematical skills and use of mathematical language.

Children's communication skills are promoted well. Children, including those who are non-verbal or in need of support, express themselves to practitioners by pointing or taking them to the area of their choice. Practitioners encourage babies to develop their communication skills by repeating words. Children enjoy familiar stories and rhymes that embrace well-known actions and sounds, and encourage them to join in with repeated refrains and vocalisations. Practitioners encourage children to use loud and quiet voices; they emphasise and imitate tones and sounds. This enables children to anticipate key events in stories and respond to what they hear, helping to promote their listening skills. Children talk excitedly about parties and a recent visit to a local farm. This helps them to recall and relive past experiences as they connect their ideas, likes and dislikes.

Children enthusiastically dress up in costumes and discuss what they are cooking while in the play kitchen. This encourages them to act out familiar roles. They imaginatively re-enact everyday life, such as making pancakes. Their creativity is inspired as they decorate team hats with drawings, marks and stickers. Older children are encouraged and supported to write their initials on their hats. Practitioners carefully sound out their initials to help children to learn about sounds. Children enjoy the outdoor play area as they explore the water play and name sea creatures. They eagerly engage in playing with the small parachute assisted by the practitioners. Children are motivated to move the parachute around and up and down. This aids their control and coordination and enables them to move in a range of ways.

Positive relationships are encouraged with parents, and children settle well. Parents share what they know about their children by completing an 'all about me' form and 'care plan' sheets, before their child starts at the nursery. Practitioners continue to gain appropriate knowledge of children's learning and development through requesting parents to share children's current interests, achievements and observations. Experiences and opportunities to support children's ongoing learning and development are shared with parents, to further support children's progress. Parents' evenings are offered to further engage them in their children's development and learning in the setting and at home. Consequently, children are generally working comfortably within the typical range of development expected for their age.

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

A key person system is in place. Children form secure emotional attachments as they have regular visits to the setting, prior to them starting, to help them settle. The use of daily diary sheets for babies and very young children supports children's established routines, linking home to the nursery. For example, these state what children have been doing during the session. This shows children are happy, enjoy what they are doing and are supported by practitioners, developing successful relationships and forming appropriate

bonds.

Children behave well and play cooperatively. They are reminded to share and are encouraged to say sorry to their friends, learning to understand about acceptable behaviour. They manage their own hygiene and personal needs and are encouraged to wash their hands before food and after toileting. Snack time and lunch time provide valuable opportunities for children to develop an understanding of healthy practices. At snack time they make healthy choices from a good selection of fruits. Children make their own pizzas for lunch, chopping, grating and slicing foods, supported by practitioners. Lunch time enables children to serve themselves, encouraging their independence and self-selection. This values children's preferences, enabling them to make their own decisions and take responsibility for their individual choices.

Children are supported to make smooth transitions from room to room as they have visits to other rooms with their familiar key person. The nursery has suitable links with the local schools, other settings and the children's centre. However, there is scope to improve the sharing of information about children's learning and experiences at other settings to obtain a fuller picture of the child and extend the continuity of their learning.

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

The nursery's practitioners have a sound knowledge and understanding of providing a broad range of interesting experiences for children following their individual interests. This enables children to learn and develop suitably through a mixture of child-led and adult-led play and activities. Practitioners respond to children's emerging needs through positive interactions. They assess children's learning and development through appropriate observations. The relevant planning takes account of children's interests and their next steps in learning and development. The detailed assessments of children's progress, the progress check at age two and overview grids monitor children's achievements and abilities. This establishes a good awareness of children's strengths and any areas where their progress is less than expected. This means practitioners plan a suitable range of developmentally appropriate activities to support children.

Practitioners create a warm, welcoming environment and are aware of safeguarding policies. They all complete safeguarding training and are aware of local safeguarding procedures. The door is secure and parents and visitors ring the doorbell to gain entrance. Practitioners complete daily checks and risk assessments. However, the hooks on the fence and open safety gates pose a potential risk to children's safety.

Partnerships with parents are positive; they speak highly of the nursery and support staff give. The nursery completes improvements satisfactorily as suggested through the local authority adviser. However, there is scope to further develop self-evaluation, in order to ensure continued and systematic progress in the future, for example, by capturing the views of all those involved with the setting, in order to identify all strengths and areas for improvement. The manager completes staff appraisals to identify any training needs and support their continued professional development. The nursery works closely with parents

and relevant professionals to ensure appropriate interventions for children are received to support them as needed. For example, practitioners contact the speech and language therapists to further assist children's language development. These partnerships with other professionals help to provide continuity and coherence for children in their care and aid transitions to the local schools.

### The Childcare Register

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

<b>Unique reference number</b>	EY415225
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	875554
<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>	30
<b>Number of children on roll</b>	26
<b>Name of provider</b>	Marie D'Arcy
<b>Date of previous inspection</b>	07/04/2011
<b>Telephone number</b>	01482227845

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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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