

# Bright Start @ Bransholme

Bespoke Centre, Zeals Garth, Bransholme, HULL, HU7 4WD

## Inspection date

04/06/2013

Previous inspection date

12/03/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

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 are secure in their understanding of how children learn. They provide good levels of support through the range of activities and resources provided. This results in the children making expected progress given their starting points.
- The children are settled and readily engage in the activities provided because staff know the children's different interests, needs and abilities. This is reflected in their positive behaviour, growing independence and confidence.
- The partnerships formed with other early years providers are good. Consequently, children's transitions are managed effectively through a shared approach to their ongoing learning and development.
- Staff work effectively as a team to develop and improve their teaching and learning for the children. They are welcoming and approachable and parents are confident to leave their children in their care.

### It is not yet outstanding because

- The opportunities for children to experiment and further practise their very good early writing skills are not always fully extended, particularly during role play and imaginary games.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 with the children and staff, inside and outside, and held discussions with them throughout the inspection.
- The inspector looked at samples of children's learning profiles and the planning.
- The inspector looked at relevant records, risk assessments, policies and procedures and the nursery's self-evaluation.
- The inspector took account of parents' views through written information and those spoken to on the day.

## Inspector

Christine Tipple

## Full Report

### Information about the setting

Bright Start Nursery at Bransholme was registered 2008. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is one of four nurseries, owned and managed by Bransholme Community Childcare as a Social Enterprise provider. The nursery is located in the Bespoke Centre in the Bransholme area of Hull. It is divided into three separate areas for the different ages of children attending. There is an enclosed area available for outdoor play. The nursery has two guinea pigs as pets.

The nursery is open Monday to Friday all year round, except for the Christmas period and bank holidays. Sessions are from 7.30am to 6pm. Children come from the local area and attend for a variety of sessions. There are currently 66 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. There are 12 members of staff employed at the nursery. All hold appropriate early years childcare qualifications from level 2 to 6. The nursery supports children with special educational needs and/or disabilities. The nursery attends the 'Ready for School' and 'Extended Services and Areas' network meetings.

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

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

- enhance the opportunities for children to further experiment with and practise writing for a purpose during their role play and imaginary games.

## Inspection judgements

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

Staff work very well with parents as children start nursery. The sharing of information provides good knowledge of the children's needs and interests. This assists the staff to know children's starting points, to use this as part of their early assessment of the children, in order to plan for their ongoing development. The staff have a good understanding of the areas of learning. As a consequence, they provide a wide selection of purposeful activities that enable children to be motivated, develop their skills and make expected progress in their learning. The regular observations and assessments completed by staff enable them to identify children's next steps in their learning. This informs the planning and includes any additional support or challenges children need. The home to nursery communication board enables parents to share any activities they have done at home. Parents' week offers them individual meetings with their child's key person to

discuss their children's learning and development and to share ideas in support of their children.

Children come into the nursery happy and readily engage in the activities and show a positive level of confidence and security. Children enjoy reading stories together, to look at the pictures and become familiar with the characters by predicting what happens next. Staff skilfully talk and listen to the children, to extend their language and communication skills. The use of signing is well established as another form of communicating that enables all the children to take part, including those with special educational needs and/or disabilities. The selection of resources in support of children's early skills in making marks are provided through different mediums, such as chalks, paints and 'gloop' mix. However, the opportunities for children to experiment and further practise their early writing for a purpose are not yet fully explored by staff. For example, during role play and imaginary games, so children can extend their early literacy skills more effectively. Children use various mediums and materials to develop their creative ideas, for example, they fill the jug with water to mix the red paint and use rollers to print and make their pictures with. The younger children enjoy putting the train track together and with guidance make a bridge with the different coloured bricks. They explore a range of sensory and tactile materials that engage their interests as they touch and handle these. Children help to look after the guinea pigs and they grow different plants and look for insects and worms using magnifying containers. These all foster their understanding of nature and caring for living things.

The use of the electronic white board provides the children with different interactive activities. This enables them to make decisions, such as what happens next, to develop their problem-solving skills, to count objects and link these to the correct number. This extends children's confidence in their use of numbers in their play. Staff provide ongoing opportunities for the children to use the outside area, which is an extension of the learning provided inside. Staff respond to children's preferences to be outside and ensure the activities and learning experiences are planned to meet their needs. Physical experiences are managed well through the range of different tools and equipment that promotes challenges for the children. This includes how they manoeuvre themselves through the tunnel and up the steps, how they balance on the boxes and use the pedal tricycles around the track. The staff's care, support and provision of positive learning experiences ensure children are well prepared to move on to other early year provision, such as school.

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

Children form close relationships with their key person and staff. This enables them to fully develop their confidence and growing independence very well. The ongoing access to all areas, including outside, supports the children to fully explore and investigate their surroundings. They can see clearly what resources are available and they confidently make their own choices about what they play with. Staff review what the children enjoy and the resources used, to provide additional activities that engage and further their interests. Staff work effectively as a team and know the children and their differing needs well. They respond sensitively to them, to enable the children to express how they feel.

This approach reflects on their behaviour which is good, because children feel secure. Children follow basic routines well, such as for snack time or getting ready to go outside. This effectively promotes their self-assurance very well.

Parents are actively involved as their children move areas in the nursery. Children have time to settle into their new routines and develop their relationship with their key person. The nursery staff have established positive working partnerships with the school. The transition record accompanies each child and contact with the staff and visits ensure children's move to school is managed effectively to support their needs and ongoing development. Staff follow guidance from other agencies, such as physiotherapists and speech and language professionals, to ensure children with special educational needs and/or disabilities receive consistent support to promote their learning and development in an inclusive environment.

The provision of snacks and meals are provided by the nursery. These offer children a nutritional selection and menus are changed on a seasonal basis. The children are encouraged to try different foods; this supports them to understand about what foods are good for you. Information is shared with parents to support the nursery to take steps to minimise accidents and cross-infection. Children are always aware of safety in what they do as staff teach them about keeping safe in their play. They confidently use scissors and other tools, such as hammers. This effectively enables children to take risks in a safe way. Children go out into the community on visits, such as to the shops and library, where staff discuss the different safety issues with them. This enhances their awareness of their surroundings and safety routines very well.

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

The management team and staff regularly monitor the teaching, learning and provision for the children. This supports them to assess where the children are in their learning and to clearly identify areas to extend or where to support each child relevant to their needs and abilities. They use the characteristics of effective learning as a guide, to ensure activities promote children's engagement, motivation and thinking skills. Staff work closely with other professionals so children receive consistent and targeted support to help them achieve their potential. Staff, parents, children and the local authority workers all contribute to provide a shared approach about how the nursery develops their provision for the children and this informs the nursery's self-evaluation. This results in a clear development plan that ensures the continuation of quality care and learning.

The nursery's recruitment and selection procedures have been reviewed, to ensure these remain robust. There is good management support for staff through regular supervision, peer support programmes and appraisals. This informs individual staff's training needs that effectively contribute to their self-development. Staff have completed regular safeguarding training to remain up to date about current procedures and requirements in protecting children. This includes working in partnership with the relevant agencies in support of children. Risk assessments of the premises and all outings are monitored to minimise any incidents or accidents. All policies and procedures are reviewed to ensure

these reflect current practice and guidelines and are fully shared with staff and parents.

The partnerships formed with the parents are good. Daily contact with the staff and key person ensures information is shared about their children and what they enjoyed that day. Parents are encouraged to share their children's special moments that happen at home. The regular newsletters are detailed, to ensure parents are kept informed about all areas of the nursery provision. The stay and play sessions are well received by parents as they are involved more directly with their children's play and learning. Parents comment that they feel secure to seek guidance and share any issues they may have with the key person as they are very welcoming and supportive. Other written comments are shared through their children's daily diaries, learning profiles and questionnaires. These are positive and complimentary in the support their children receive and the progress they are making in relation to their social skills, speech and language.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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 action. 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>	EY346223
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	917627
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	35
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Bransholme Community Childcare Ltd
<b>Date of previous inspection</b>	12/03/2012
<b>Telephone number</b>	01482 823 144

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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, which are usually the childminder's 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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