

Bright Start Nursery

The Old Slipper Baths, 1 Barrack Yard, North Road, Brighton, East Sussex, BN1 1YA

Inspection date	02/05/2013
Previous inspection date	14/02/2011

The quality and standards of the early years provision	This inspection:	3
	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		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

- The staff work well together to provide an interesting, creative learning environment which contributes to promoting children's development and meeting their needs well.
- Children form strong bonds with staff and each other and are secure and happy.
- Staff provide good support for children with additional learning and developmental needs, involving parents and other professionals. This ensures children make secure progress upon entry into nursery.
- Children have regular opportunities for outdoor play and therefore enjoy plenty of fresh air and exercise.

It is not yet good because

- Safeguarding systems have not been robust, leading to concerns actioned by Ofsted.
- There is potential to further extend children's interests outdoors to give opportunities to explore more natural resources, to stimulate their senses.
- Arrangements to enable parents to contribute fully to their child's development record at the setting are not consistently implemented across all nursery rooms.

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 in the main play room, baby room and outdoor play area.
- The inspector spoke to staff, the deputy nursery manager, area manager and the children.
- The inspector looked at a sample of children's assessment records, planning documents and various records.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Shan Jones

Full Report

Information about the setting

Bright Start Nursery first registered in 1993 and is run by Brighton and Hove City Council. It is primarily the workplace nursery for Council employees and is situated in central Brighton. Children have access to a secure outdoor play area. The nursery is open Monday to Friday, from 8.00am until 6.00pm, all year round. This provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.. The nursery currently has 91 children on roll, all in the early years age range. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. There are 18 members of staff, all hold appropriate early years qualifications to at least NVQ level 2. One member of staff has achieved Early Years Professional Status. The setting provides funded free early education for two, three and four-year-olds'.

What the setting needs to do to improve further

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

- develop further the outside environment to offer children a wider selection of natural resources.
- implement consistent methods across the nursery to enable parents to contribute to their child's development record to further promote children's learning and development.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements. They interact well with children and are actively involved in children's play, so that they effectively support their learning and progression. For example, staff skillfully question children, listen to their ideas and encourage them to join in activities. This means children are motivated and enthusiastic learners who are highly engaged in their play. Staff regularly observe and assess children's progress, which means they have an accurate understanding of each child's abilities, likes and needs across all areas of learning. They use this information well to plan a wide range of experiences to support each child's progression, including effectively incorporating their individual likes and preferences. Staff work very closely with parents when their child first starts to find out what they can do and what they are interested in. However, although parents are asked to update the pre-

school about their child's interests, systems to encourage parents to share their child's experiences and progress in their assessment records are limited. The Special Educational Needs Co-Coordinator ensures that children get the help they need at the right time and that parents are fully involved in this process. The setting uses the operational information files which contain appropriate formats for observing behaviour, information sharing and recording any intervention in relation to additional needs. The documentation impacts positively as early intervention and support is then put in place to successfully narrow any gaps in achievement.

The environment is set out well by staff to be inviting and interesting to children. As soon as they arrive, children eagerly access their chosen activity and become busy and involved. Staff deploy themselves effectively around the main playroom and garden in order to foster children's learning. They support the children competently by providing an enjoyable learning environment covering all seven learning areas well. As a result, children acquire the skills, attitudes and dispositions they will need for school. Staff have completed the required progress checks for two-year-olds, and have made these records accessible for parents to share with health professionals, to help monitor children's progress. The positive interactions and high levels of engagement in children's play contribute to staff effectively supporting children's language and communication. For example, when engaging with babies, staff provide good eye contact, they introduce simple words and provide running commentaries about what is happening in the activity. As a result, babies laugh, babble and repeat simple words with excitement. Staff engage older children in lively conversations, showing interest in what the children do. This helps children's language development as children confidently talk to staff and peers about what they are doing.

Children enjoy sharing their favourite stories with their friends in the inviting book area where there is a range of books to choose from. They enjoy practicing their early writing skills using a range of resources, such as making marks in sand and using pencils and chinks. Children are absorbed as they re-create scenarios from home, preparing food and inviting friends and staff to tea. Children enjoy organising an imaginary bus ride and use chairs to create their bus. They discuss where they wish to go, and sell tickets to each other for the ride. Staffs give them the resources and time to do this independently and do not intervene unnecessarily. This allows the children to build on their good imagination; and personal and social development skills.

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

The effective key person system in the setting ensures staff know children and their families extremely very well, and can support their learning and development. Staff have an assured knowledge about children, even when very new to the setting. Babies also settle well because staff take the time to find out about their routines through good communication with parents on their child's likes and dislikes. They can then ensure very effective continuity by following the same sleep and feeding patterns, for example. The setting is well resourced and provides a welcoming environment for children and parents. Children happily explore their environment, knowing that staff are close by. Staff provide

good role models and are deployed effectively to support the children's individual needs. The positive techniques for managing children's behaviour impacts on their cooperation during play and builds their self-esteem and confidence. Consequently, children behave extremely well and are very helpful, kind and caring. They share their resources well with each other and are polite and respectful. All staff are aware of the needs of the children and as a result they are able to support children's growing independence by recognising and responding to the needs, such as toilet training. Children's personal independence is promoted well and children as young as two are encouraged and supported to care for themselves. Children are encouraged to wash hands before snack and mealtimes. The outdoor area extends children's physical skills well and children relish these play sessions. However, there is scope to improve the play area to create more of a stimulating, well resourced and welcoming environment which includes the provision to explore more natural resources.

Children show that they feel safe in the setting. They readily approach staff when upset and follow simple reminders not to run too fast as they may fall. Effective risk assessments reduce possible hazards and regular safety checks promote children's safety both inside and outside. The premises are secure and there are effective procedures in place to ensure the safe arrival and collection of children. Staff understand the benefits of an active lifestyle and enthusiastically involve the children in physically challenging activities. They learn about the importance of healthy lifestyles through the provision of healthy snacks. Staff are aware of special dietary requirements and comply with them. They foster children's emotional development well as they are supported with transitions to help them with life changes such as school. This is because the setting liaises with local groups and schools to promote smooth transitions.

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

The inspection was brought forward because of concerns regarding safeguarding and the suitability of staff. Ofsted carried out an unannounced visit. Actions were set to ensure all staff are aware of and promptly follow safeguarding policies and procedures so that the person designated to take the lead responsibility is notified without delay in the event of an allegation of serious harm or abuse by any person living, working or looking after children at the premises. A further action was set to keep a written record of all accidents and injuries and first aid treatment given. Further safeguarding concerns were raised when a child was left outside the premises for a short period of time. Ofsted carried out an unannounced visit and breaches were found linked to the concerns. No further action was set by Ofsted because the provider had taken prompt and appropriate action to comply with the requirements of registration. This was by conducting an internal investigation, immediately carrying out a risk assessment, and implementing a new registration system to check children in and out when entering or leaving the premises. The nursery has purchased wrist straps to be worn by younger children on outings and take a walkie talkie and mobile phone on outings.

Staff have a secure knowledge of the safeguarding and welfare requirements and of the

learning and development requirements. The staff team members have good knowledge of the correct procedures to follow and a thorough safeguarding policy is in place to support their practice. They implement and review all policies and procedures consistently to create an environment that is welcoming, safe and stimulating. Risk assessments are thorough and the detailed records held are reviewed frequently to ensure children are kept safe both indoors and outside. Induction and performance management systems are robust and through regular performance reviews and annual appraisals, the manager effectively monitors the on-going suitability of her staff team. In addition, documentation includes robust evidence of suitable checks on practitioners and comprehensive information regarding children's individual details. Through good deployment of practitioners and high adult to child ratios, children are supervised well in their play.

Children's experience is enhanced as the management and staff have a good overview of the learning and development requirements. This is because they have a solid knowledge and understanding of the prime and specific areas of learning and how children learn. They identify children's progress by using development assessments, including the progress check at age two and by completing termly reports on all children. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements. The manager also reflects on the settings practices to identify priorities for improvement and has clear action plans in place for this. She works closely with the local authority and engages well in their quality improvement programme. This shows the nursery has a good capacity to sustain improvement.

Staff have good relationships with parents and through relevant information sharing they work well together to meet children's needs. For example, staff regularly discuss children's achievements with parents. Discussions with parents establish that they are very happy with the setting. Parents that were spoken to at the inspection said their children are very happy, settled and thoroughly enjoy themselves at nursery. Staff have regular discussions with any other professionals involved in children's learning, working effectively together to set clear and targeted plans to support all children. This means children with special educational needs and/or disabilities or those with English as an additional language are supported effectively to progress well, given their starting points.

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 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

Unique reference number	130677
Local authority	Brighton & Hove
Inspection number	916139
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	55
Number of children on roll	91
Name of provider	Brighton & Hove City Council
Date of previous inspection	14/02/2011
Telephone number	01273 291570 or 693558 or 293880

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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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