

# Bright Start Childcare

138 Finch Road, BIRMINGHAM, B19 1HN

## Inspection date

Previous inspection date

06/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

|  |   |
|--|---|
| 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's independence and understanding of a healthy lifestyle is promoted during snack time as they peel their own fruit and learn about food that is good for you.
- Sensitive support is provided for children who are settling into the setting as staff are warm and caring and encourage children to form secure emotional attachments with staff, which promotes their well-being.
- Children develop their confidence and physical skills as they use the local park regularly and the larger indoor play space.

### It is not yet good because

- The self-evaluation and performance management of staff is not sufficiently developed to enable the strengths and weaknesses of the nursery to be measured and the information used to shape staffs' development and drive forward further developments.
- Children are not supported as they move into full-time school as the nursery have not developed links with the schools that children will attend.
- Some adult-led activities do not sustain children's interest sufficiently, which results in some children quickly losing concentration and seating for younger children is unsuitable as they are not able to rest their feet firmly on the floor. Planning is not sufficiently developed to ensure all children are included in activities.

## 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 looked at children's development folders, children's and staff files and a selection of policies and daily records.  
The inspector observed activities in the pre-school room, the hall and children having their lunch time meal. The baby room was observed, but was not in use during the inspection.
- The inspector held a meeting with the one of the directors of the nursery and the manager and talked to practitioners during the inspection.
- The inspector carried out a joint observation of staff and child interaction with the manager of the nursery.

## Inspector

Susan Rogers

## **Full Report**

### **Information about the setting**

Bright Start Childcare was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Lozells area of Birmingham and is managed by a limited company. The nursery serves the local area and is accessible to all children.

The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one member of staff has a level 6 qualification and one member of staff has Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions.

There are currently 34 children on roll, who are within the early years age range. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

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

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

- develop relationships with the schools that children will attend to support their transitions as they move into full-time education
- ensure planning is sufficiently detailed to maintain the interest of all children and include them in all activities to promote their learning.

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

- use self-evaluation to effectively monitor the overall quality of practice and use the views of staff, children and their parents to help identify areas for change and drive forward improvement
- ensure mealtime seating aids stability and upper trunk control by allowing young children to have their feet firmly on the floor or foot rest
- implement effective performance management and monitoring systems to ensure that the quality of teaching is monitored and the information is used to shape practitioners' professional development in the future.

## Inspection judgements

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

There is a suitable range of activities that enable children to make satisfactory progress in their learning and development. Children's assessments are in place and these document their progress using observations. However, the monitoring of the educational programme is not yet fully developed as peer observations of staff and supervision and appraisals of staff are not in place. This means that planning for children's individual needs is not sufficiently thorough to ensure they are interested and included and make good progress. Staff support children's development by involving them in conversations and sharing new words with them that link to their activities. Children who speak English as an additional language are supported as staff speak a range of different languages and can communicate with children in English and their home language. This enables children to feel valued and included in the nursery. Children's settling-in arrangements include their parents as they are encouraged to stay with their child as they start attending the nursery. The child's key person also puts together a documented record of children's individual abilities, with the help of their parents, so that staff are aware of how to plan for their further progression.

Children are learning how to sit together as a group and share discussions about their activities. They enjoy singing and dancing sessions where they learn to link physical movements to the words of the song and learn how to recite a short Islamic prayer. Staff are aware of the importance of developing children's confidence, so they can make their own play choices and initiate their own learning. However, at times children spend too much time sitting down in a group as they listen to stories and sing songs. This results in some children quickly losing concentration and becoming bored and does not fully prepare them for school. Children learn how to keep themselves safe outdoors as they walk to the local park to enjoy outdoor play activities. This helps them prepare for attending full-time school as they learn about road safety and the potential dangers outdoors. Children are learning how to sit together as a group and share discussions about their activities.

Staff are attentive to children as they learn and explore their environment and ensure that there is, generally, a range of activities that interest and engage them. Children enjoy drawing on sheets of paper that are taped to the floor. Staff inspire children's interest by demonstrating activities, for example, staff draw round their hands and encourage children to do the same. Staff introduce numbers, encouraging children to count, which promotes their understanding of using numbers for a practical purpose.

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

Staff are kind and reassuring and support children to settle and feel secure. A key worker system ensures that all relevant information is taken from parents to ensure children's needs are met. Children who have recently commenced attending the nursery are cared for sensitively as staff provide one-to-one care if they become too distressed. Suitable

arrangements are in place when children transfer from one room into another, as staff support them through gradual visits to their new room. Although, there is no designated outdoor area attached to the nursery children have daily opportunities to use the local park and enjoy more challenging physical play using an adjacent community hall. This promotes children's physical skills as they use soft play cubes to climb onto and slide down and enjoy using climbing equipment in the park. Children learn to use a range of small tools, such as, scissors, pens and paint brushes, which encourages the development of their small muscle skills. The learning environment, generally, contains resources, which are stimulating and accessible to children and promotes their learning and independence. However, the tables and chairs are unsuitable for younger children as they cannot rest their feet on the floor to aid the stability of their upper bodies. This means their safety is not as well promoted as possible.

Children are encouraged to enjoy a healthy lifestyle through their access to physical exercise and they are encouraged to eat in mid-morning and afternoon, a snack of fresh fruit. Children who stay over the lunchtime session eat a packed lunch, which is brought in by their parents or stored safely in a designated fridge. There is a good range of suitable resources provided in both the nursery rooms that are appropriate to the age and ability of children being cared for. For example, older children have access to a computer keyboard, mouse and suitable software and younger children can use activity toys, which are stored at an accessible level.

Children are learning to manage their own personal needs, which prepares them for their move onto full time school. Younger children who require nappy changes are accommodated appropriately as there is a designated section in the baby room where younger children have their nappies changed. Staff to child ratio enables staff to be vigilant about children's activities and they encourage them to be mindful of their own safety. As a result, children take care as they explore their environment and enjoy adventurous play. Children behave appropriately as staff are positive role models and praise children during activities.

Staff ensure that the play environment is suitable for children's activities. For example, staff carry out a daily checklist to ensure that the play environment is safe before children arrive. Staff also regularly monitor the heat provided by the radiators and use the thermostatic valves to ensure these are maintained at a safe temperature. Children are beginning to develop friendships with other children, which enables them to enjoy their play and consider the needs of others. They are beginning to take responsibility for their environment by clearing away toys and equipment when the session has ended.

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

There are some performance management systems in place, such as daily team meetings and monitoring of staff training. However, appraisals and peer-on-peer observations have not commenced. This results in the educational programme not being continuously monitored and staff not having clear feedback regarding their progress. All staff are

suitable for their role as there are appropriate recruitment methods in place and all staff are suitably vetted and have access to training, which ensures their ongoing suitability. There is an induction procedure in place for new staff when they start working at the nursery, which familiarises them with all policies and procedures. Methods of evaluating the progress in the nursery are developing as the nursery values the advice and support offered by the local authority development staff. However, this does not fully reflect contributions from parents and children, so that areas for improvement and further developments are not clearly identified to benefit children.

Staff have a suitable understanding of safeguarding and are aware of the nursery's safeguarding policy. There is a designated safeguarding officer, who has attended relevant safeguarding training. Staff are aware of what would concern them regarding a child's care and where to seek support and advice. Staff have developed a suitable partnership between themselves and parents. They encourage parents to come into the nursery if the child has problems settling and share aspects of their child's care with parents when they collect their child at the end of the session. The nursery management team keeps Ofsted informed of any changes. For example, during June of this year the manager left with little notice and a temporary manager was appointed. A permanent manager has now been appointed and the nursery has kept Ofsted updated. All operational aspects of the nursery were maintained during this time as the directors are actively involved and take on management responsibilities. Nursery staff are developing links with additional agencies and work closely with the local authority improvement officer. However, they have not yet established partnerships with the teaching staff from local schools where children will eventually move onto. This means children are not fully supported when they transfer into full-time school.

### The Childcare Register

|  |            |
|--|------------|
| The requirements for the compulsory part of the Childcare Register are | <b>Met</b> |
| The requirements for the voluntary part of the Childcare Register are  | <b>Met</b> |

## 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>     | EY455064                       |
| <b>Local authority</b>             | Birmingham                     |
| <b>Inspection number</b>           | 928063                         |
| <b>Type of provision</b>           | Full-time provision            |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 17                         |
| <b>Total number of places</b>      | 36                             |
| <b>Number of children on roll</b>  | 34                             |
| <b>Name of provider</b>            | Bright Start Childcare Limited |
| <b>Date of previous inspection</b> | not applicable                 |
| <b>Telephone number</b>            | 01215727578                    |

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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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