

Brighter Beginnings Day Nursery Ltd

Newton Heath Children's Centre, Great Newton Street, Off Droylsden Road, Manchester, M40 1WT

Inspection date	26/09/2013
Previous inspection date	13/03/2012

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

- Staff know the children in their care extremely well. They have an excellent understanding of how to extend and challenge their learning. The quality of teaching is superb and children's assessment records are precise. As a result, children are exceptionally well prepared for school.
- Partnerships with parents, other settings and external agencies are firmly embedded. As a result, all children are very well supported and their excellent progress is clearly attributable to this.
- Staff consistently give the highest priority to children's health and well-being. The extensive range of experiences available to children is first class and effectively support children's developing awareness of the importance of a healthy lifestyle.
- The leadership and management of the nursery is inspirational. They demonstrate a strong commitment to continually drive improvements forward and consistently provide a high quality learning experience for every child in their care.

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 had a tour of the premises and held a meeting with the managers of the nursery.
- The inspector ensured the views of parents, children and other professionals through discussions.
- The inspector looked at some paperwork, including the nursery's self-evaluation records, children's development records and staff suitability checks.

Inspector

Karen McWilliam

Full Report

Information about the setting

Brighter Beginning's Day Nursery Ltd., was registered in 2007 and is on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. It is situated in Newton Heath Children's Centre in the Newton Heath area of Greater Manchester. The nursery is managed by a private provider and is one in a group of four nurseries. The nursery serves the local area and is accessible to all children. It operates from 7.30am until 6pm and there are enclosed areas available for outdoor play.

The nursery employs 17 members of childcare staff, of these, 13 members of staff hold appropriate early years qualifications at level 3.

The nursery opens Monday to Friday 51 weeks a year and children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- continue to develop partnerships with parents, to enhance the already excellent relationships in order that they are even more involved in their child's learning and development.

Inspection judgements

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

Staff provide a rich variety of experiences for the children and demonstrate that they have an excellent knowledge and understanding of how children learn. Staff have high expectations for the children and demonstrate an in-depth knowledge of each child and how to engage and enthuse them. As a result, children of all ages enjoy vibrant and extremely well-planned educational programmes and are valued for their individual uniqueness. The quality of teaching is first class, based on precise and robust assessments of each child. These are monitored by the nursery manager and senior management team to ensure they are used effectively to support each child's learning, based on a holistic and comprehensive knowledge of the child and their family.

Inclusive practice is one of the many strengths of the nursery. The special educational needs co-ordinator is inspirational. She is extremely passionate and demonstrates an excellent knowledge of how to meet each child's individual needs. Staff complete the progress check at age two, when required and provide parents with a written summary. This reassures parents that their children are meeting their developmental milestones and ensures they have the opportunity to support their child's learning at home. Any child that is identified as requiring additional support in their learning and development is referred to the nursery's special educational needs coordinator. She supports parents and staff and works alongside other professionals to ensure the appropriate support is put in place, such as individual educational plans. As a result, all children make rapid progress in their learning, given their starting points. Strategies to engage parents in their child's learning and development are highly successful, varied and imaginative. As children move through the rooms they each receive a home learning bag of quality resources to take home and keep. For example, children in the preschool room take home coloured pegs to support their fine manipulative development and awareness of colours and counting, music and dance aids and story and rhyme books. In order to provide resources for parents to support their child's development, at home, across the seven areas of learning. In addition, parents are invited to 'stay and play' sessions, training courses and dance sessions with their children. The role of 'parent as partners' coordinator has recently been given to a member of staff to improve and develop further their existing, well-established and effective partnerships.

Within the baby room, staff show they are extremely knowledgeable regarding the prime areas of learning and they plan a rich variety of activities to support babies progress. For example, babies develop excellent physical skills as they move to music with ribbons and bells and develop strong muscles as they use a wide range of movements in the soft play room. Babies are very motivated and eager to join in the many sensory experiences that are available to them. They enjoy exploring the lights in the sensory room and investigating the texture of paint through activities, such as, body art. Young children's independence is fostered extremely well. They enjoy feeding themselves and choosing to explore in or outdoors, throughout the session.

Every child's communication and language skills are very well supported in this communication friendly environment. Staff have undertaken lots of training in this area, such as, the 'Every Child a Talker' programme and are highly skilled at supporting children's language development. Staff engage children in daily sessions of 'babbling baby' and 'toddler talk' and older children love sharing their special news during 'friendship island' time. Every day activities also facilitate communication as staff ask lots of open-ended questions that challenge children and encourage them to think. For example, during painting activities staff ask children 'what's happening?' and children respond by saying they are 'making circles'. Staff constantly interact with children supporting and encouraging their excellent progress. The support demonstrated for children who have been identified as having special educational needs and/or disabilities is exemplary. Staff work alongside all the professionals that are involved in the children's care. For example, staff have implemented the picture exchange communication system to support children to make choices and communicate their needs. Staff show they know the children exceptionally well by responding immediately, with sensitivity and confidence, to their changes in children's behaviour and by knowing intuitively what they need to feel

reassured and calm again. Children for whom English is an additional language are very well supported by staff. They work in partnership with parents to learn a wide range of key words and rhymes in children's home language and provide children with a wide range of activities to support their developing skills. As a result, all children develop an excellent acquisition of language.

Children take an active interest in the environment. All children regularly get out and about achieving a real 'hands on' approach to their learning. Children have weekly outings to the library and shops. This fosters their love of books and children get to know the people in their community. They learn about money as they purchase goods in supermarkets and begin to recognise print and numbers in their environment. Weekly visits to the local woodlands inspire and ignite children's interests in their natural surroundings. They learn about the wildlife, such as, plants, and bugs and what foods birds like to eat. Children learn about pattern while they make 'rubblings' of the different textures, such as, bark. They also develop an awareness of risk taking and keeping themselves safe. For example, they know they have to stay within the tape and not to explore the woods too far from staff.

Staff are committed to ensuring the best foundation for every child's future learning and they go to any lengths to follow their interests, including building a nest in a tree in the outdoor play area when the children displayed an interest in birds and adopting a donkey and visiting a farm to nurture their love of animals. The nursery environment, both indoors and out, is rich with resources to stimulate and support all the areas of learning and effective and precise teaching methods ensure children progress rapidly across them.

The importance of physical activity is evident. Staff have planned a superb range of activities to ensure every child thrives. Children benefit from activities, such as, regular dance sessions, swimming lessons and outings to the local gym. Regular outings to the local park provide children with excellent opportunities to test and challenge their physical skills. In addition, the nursery's outdoor play areas provides an extensive range of equipment and space for children to develop strong muscles. For example, children skilfully climb the climbing equipment, mix and measure in the mud kitchen and play house, dig in the many digging areas and enjoy running up and down the hill.

Equality and diversity is very well promoted. Children play and learn in a fully inclusive environment. Children and their families take part in a wide range of cultural festivals, such as, Diwali and Christmas. In addition, a wide range of resources further support children to develop an excellent understanding of the diversity of the world in which they live. As a result, of all the activities and experiences on offer for children they acquire excellent skills for their future learning at school.

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

Staff have successfully created a calm and supportive environment in which children are extremely well-settled. This is due to the excellent support children receive from their highly skilled key person. She sensitively helps them form secure emotional attachments

and provides a strong base for them to develop their independence and explore their new surroundings. Staff obtain a wealth of information from parents during initial visits and the home visits to ensure they know each child well and how best to support them. In addition, the 'grad ad' ted provides constant reassurance while children are settling-in. Children are confident and form strong relationships with their friends and other adults.

Staff consistently give the highest regard for the safety of children and robust systems, such as, expert staff deployment and thorough risk assessments, ensure children's independence is supported while they choose to explore in or outdoors. Staff are excellent role-models and manage children's behaviour sensitively. Therefore, children are extremely well-behaved and are learning to respect themselves and each other. For example, children help each other to fill up their water bottles or find toys for their friends.

The high regard to each child's health is superb. The nursery's catering manager goes above and beyond her role to ensure each child's individual dietary needs are exceptionally met. For example, she meets with each parent to discuss the child's dietary requirements, maintains detailed records and where possible, ensures that children are prepared like for like meals to support the inclusive ethos of the nursery. In addition, she consults with health professionals to ensure that meals are nutritious and well-balanced and is always on hand to offer advice and support to parents throughout each stage of weaning. Children are served a minimum of their 'five a day' daily and lots of fresh fruit. They develop an awareness of the importance of maintaining a healthy lifestyle due to the clear messages staff offer children and by taking part in planned activities, such as, growing and eating their own fruit and vegetables and cleaning their teeth after eating. Children's independence is supported very well by staff at mealtimes. For example, older children serve themselves from the serving dishes.

There is an extensive range of safe, well maintained, accessible and age appropriate resources to promote children's learning and effectively challenge them both indoors and out. Children display high levels of self-esteem and motivation as they confidently select from them. The strong skills of key persons ensure transition arrangements for each child are exemplary. She accompanies them on a visit to their new setting and every child is made two transition books of their new school and teachers, to look at and discuss at home and at nursery. For children who are identified as having special educational needs and/or disabilities, the transition arrangements start months earlier. The child's key person supports parents by accompanying them on visits to potential schools. They then support the child's transition visits and hold meetings with the schools teachers and special educational coordinator to ensure that each child is well prepared. These arrangements, alongside welcoming the teachers into the nursery and passing on the child's development records ensure that children are exceptionally well prepared for the next stage in their learning and development.

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

The leadership and management of the nursery have a very secure knowledge of the Statutory framework for the Early Years Foundation Stage. Robust recruitment procedures and in-depth inductions ensure all staff are suitable to work with children. Leaders and managers are extremely supportive and nurture the individual skills of each member of staff to ensure they each fulfil their roles to the best of their abilities. This results in a passionate and highly skilled workforce. The on-going professional development of all staff is a major priority for the management team. The Brighter Beginning's Company has its own training department which is equipped to train staff in their key skills, such as, Mathematics and English and up to a level 5 qualification in childcare. Furthermore, they provide high quality regular in-house training via other consultants and professionals. This results in a first class and knowledgeable team that are committed to providing a top quality learning environment for children. The systems for monitoring the planning and assessment of each child's learning and development are exceptional. The management team carefully and robustly monitor every child's progress and ensure that action is taken as soon as it becomes evident that children are in need of support in any area of learning. This ensures that they have an up-to-date and precise record of the children's progress.

The commitment and drive shown by the management team to continually improve the quality of the nursery for the children is inspirational. Their pursuit of excellence is clearly documented in detailed action plans that are clearly displayed for parents, to read and contribute to. Sustainable improvements are defined in order to continually maintain the highest standards and bring about improvements that will have the best impact on the learning and development of each child.

All staff have accessed appropriate child protection training. This is evident in the superb understanding they show of their roles and responsibilities in regard to safeguarding children's welfare. Clear policies and procedures are regularly shared and discussed with all staff and parents. Comprehensive risk assessments and excellent staff ratios and deployment ensure the environment is safe for children to play and explore in. Partnerships with external agencies are extremely well-established. They offer expert advice and support for the nursery staff and professionals speak very highly regarding the level of care the staff provide. As a result, children's needs are quickly identified; exceptionally well met and appropriate interventions are put in place to support the children and their families. Parents are extremely complimentary of the nursery. They say the staff go out of their way to care for their child's medical needs, nothing is ever too much trouble for them and they have complete peace of mind while they are at work. Partnerships with other settings the children attend are exceptional. This ensures consistency of care and learning for the children exceedingly well.

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
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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	EY358581
Local authority	Manchester
Inspection number	933104
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	53
Number of children on roll	77
Name of provider	Brighter Beginnings Day Nursery Ltd
Date of previous inspection	13/03/2012
Telephone number	0161 227 3520

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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