

BrightStart@Endike

423 Endike Lane, HULL, HU6 8AG

Inspection date

Previous inspection date

28/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children make good progress across all areas of learning due to the effective planning, monitoring and assessment systems, ensuring next steps in learning are identified.
- Children explore the indoor and outdoor environment with much confidence and enthusiasm. They are well motivated and use the wide range of resources effectively to support their learning and play.
- Secure attachments are forged between children and their key person. This supports children to increase their confidence and self-esteem.
- Positive relationships with parents and carers are developed through effective induction and frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- The learning environment in the baby room is not always effective in promoting children's growing independence to enable them to freely access sensory materials.
- There is scope to further develop the stimulating outside environment so that older children can participate even more in activities to support their growing literacy skills.

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 compulsory 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 the rooms and observed activities in the outdoor area. A tour of the premises was completed.
- The inspector held meetings with the owner and manager and talked with children and staff, including key persons, at appropriate times throughout the inspection.
The inspector looked at relevant documentation which included, evidence of the staff suitability checks, children's observation, assessment and planning records and other documentation linking to children's progress. Records of staff supervision, safety and a sample of the nursery policy and procedures documentation were also viewed.
- The inspector took into account the views of parents and carers spoken to on the day and written information exchanged with parents.

Inspector

Carol-Anne Shaw

Full Report

Information about the setting

BrightStart@Endike was registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is one of five nurseries privately owned and managed by Bransholme Community Childcare as a Social Enterprise provider. It operates from converted two storey shop premises. The nursery is divided into two separate areas for the ages of the children attending, with other ancillary areas provided to support the nursery. The nursery is situated in the North Hull area of Kingston upon Hull. The nursery serves the local area and is accessible to all children. There is a fully enclosed outdoor play area available for the children.

The nursery employs five members of childcare staff. Of these, four hold appropriate level 3 qualifications. There are currently 15 children attending, all are within the early years age group. Children attend for a variety of sessions.

The nursery opens Monday to Friday all year round from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- develop further the learning environment in the baby room to provide independent access to a range of sensory materials for children to freely experiment and explore
- enhance the outdoor learning environment for the older children, in order to further develop their literacy skills, for example, by extending the resources and activities that promote the recognition and understanding of words.

Inspection judgements

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

Children make good progress in the nursery through accessing a wide range of play opportunities. Staff ensure they have a good knowledge of children's starting points when they first attend. Parents are asked for information, about what their child can do, alongside their daily routines and favourite activities. Regular, observation and assessment means that the children's next steps in learning are identified and planned for. These support the completion of the two-year-old progress check for parents to share with the

health visitor. The weekly planning is displayed in each room, therefore, all parents and staff are fully aware of the focus for each child and individual learning needs are well met. Staff are proactive in seeking additional support and guidance to close any gaps in children's learning to help all children, including those with special educational needs and/or disabilities, achieve their full potential. The staff use 'Every Child a Talker' to support younger children's communication. Effective assessment and planning is in place for children who require any additional support. This ensures that the key person, as well as the other staff, have an accurate understanding of their progress and future development needs.

The staff ensure that all seven areas of learning are covered, through the monitoring of each child's learning profile. They ensure the environment is generally well organised, both indoors and outdoors, for children to learn as they play. In the pre-school, areas of play are identified and indoors lots of displays promote the language related to that area or theme. For example, displays have children's pictures and words to support their emerging interest in literacy. The pre-school room is rich in the written word with lots of labelling for children to recognise that words have meaning, supporting their understanding of writing for a purpose. However, the outside area is used less effectively to display the written word, and therefore, does not maximise the older children's progress in literacy. This means their progress in this area is sometimes not as well supported as possible.

Children are very confident and self-motivated. They cooperate well in their play and learning. In the pre-school room they select equipment and resources themselves, and staff ably develop the chosen activities to cover other areas of learning. For example, at snack time, when children practise their pouring skills, staff extend this into a measuring and counting activity, that shows children can count confidently up to five. Outside children experiment and explore and confidently name the animals on the stepping stones. Staff develop their thinking about the size and height of the plants in the garden. This means children are developing their mathematical skills of number, estimation and measure. At story time, staff give children good opportunities and encouragement to predict what may happen next, promoting children's critical thinking and understanding.

Older children have opportunities to recognise their written names, and mark making materials are freely available indoors so children can draw and make marks, to develop their understanding of the written word. The ongoing access to the outside areas fosters a positive approach to the children's physical play and development, their confidence and growing independence. Children's communication skills are promoted well by staff who encourage older children to share their thoughts and ideas, for example, at circle time, and initiate discussion about the weather and the book of the month. This encourages children to talk as well as listen to others. All of these activities help children to gain a good range of skills in readiness for school when the time comes.

In the baby room the younger children develop their communication skills well. They eagerly look at books, and are supported by staff to recognise characters in the story. They delightedly play games with the staff, hiding under soft fabric, laughing when they peep out. The environment in the baby room is still in the process of being developed. The staff provide many adult-led activities and all areas of learning are covered. However,

there are less opportunities for the children in the baby room to freely access a wide range of sensory materials to explore and stimulate their interests. Babies have daily opportunities to play outside in the fresh air.

There is good communication with parents. They feed back to staff what children are doing at home, and these contribute to the assessment and planning of the next steps in their children's learning. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development. Children develop a good range of skills to support their future learning.

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

The well-established key person system helps children form secure attachments and promotes their well-being and independence. Transitions are managed well with pre-visits and induction sessions organised for new children to help them become familiar with the setting and the staff. During their first few sessions, new children are given lots of comfort and reassurance. This helps them to settle in, understand the routine and know what is expected of them. The key person observes what activities children are particularly interested in, or favour, and ensure this is incorporated into the week's planning. This ensures children are happy to come into the nursery knowing there will be activities they enjoy.

The nursery offers a mainly stimulating environment that enhances children's sense of well-being and successfully promotes learning and development. Children benefit from being able to play with friends and siblings as they access the outdoor space. Children demonstrate a good sense of security and confidence as they move freely around, select their own playthings and happily approach staff if they need reassurance or support. These good levels of self-esteem are promoted by the strong key person system and the effective partnerships that are formed with parents. Key staff are well-informed about children's care needs and build trusting relationships with each child. Staff act as good role models for children and offer consistent and timely support to encourage children's positive behaviour.

Staff remain vigilant to children's safety at all times and help children to learn about keeping themselves and others safe as they play. The older children's independence is well promoted and this is evident as children pour drinks at snack time and access the bathroom and wash their hands. Staff understand that children are naturally curious and active learners and older children take full advantage of being able to move freely from inside to the outside space. They ride bikes, balance on the tyres, run, play with balls and generally have great fun. In this way, children are learning the importance of physical exercise as a way to keep healthy while also taking measured risks in their play. Staff further children's learning in regard to healthy diets by providing fresh fruits and savoury snacks which children independently help themselves to. Staff also offer support to parents to ensure that children's lunch boxes contain nutritious foods and this again helps

children make healthy preferences.

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

Leadership is good and management systems are effective, so that staff have a good understanding of their responsibilities in meeting the learning and development requirements. The owner demonstrates a clear understanding of the responsibilities to meet all the requirements of the Early Years Foundation Stage. The management team and staff are committed and motivated to develop the nursery further. There is an overview of the curriculum achieved through the monitoring of the educational programmes and of the levels of delivery by individual staff. This means that the nursery offers a broad range of experiences to help children make good progress towards the early learning goals. The quality of teaching is good, as staff and the management team have a secure understanding of how children learn. Staff target individual children identified as being in need of support and, as a result, these children receive supportive intervention to close any gaps in their learning.

Safeguarding is effective because the safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. Policies and procedures are continually updated to take into account any changes. This means that children are well protected in the setting. Staff keep updated with their safeguarding training and are well informed about child protection procedures and who to contact should they have any safeguarding concerns. Good systems are in place, which enhance the safeguarding practice. For example, risk assessments and policies are discussed at staff meetings. Robust recruitment and selection procedures follow guidelines and ensure all appropriate checks are completed and staff are suitable to work with the children. Through completing staff supervision, the manager ensures that staff continue to meet these requirements.

Staff work with outside agencies to help families and are knowledgeable about the referral process and subsequent support on offer. They recognise that they have a responsibility for the whole child, and that this can include aspects of their family life. Staff work closely and in partnership with other professionals, such as school and the children's centre. This work with other agencies and professionals supports their shared support of the children and parents, to provide an inclusive service.

Partnerships with parents are effective. They are made welcome and come into the nursery, where they can gain a further understanding of their child's development, which promotes learning and development at home. Their child's development profiles are freely available and parents state they feel included in and well-informed of their child's progress. Information for parents is available in the entrance area, along with the policies and procedures and a noticeboard detailing activities in the area. Parents are kept informed about areas of learning and safeguarding procedures through newsletters, the web site and the parents' noticeboard.

Through ongoing professional development, staff continue to develop their skills, knowledge and understanding. Individual development needs are identified through appraisal, supervision and peer observation processes and by accessing local authority training and other routes, including in-house training. Staff reflect on what they offer and identify areas for improvement, develop action plans and monitor developments with the benefit of a positive external review from the local authority. The nursery provides a good start to children's learning, where they are able to play, while making friends and having fun.

The Childcare Register

The requirements for the compulsory 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	EY459967
Local authority	Kingston upon Hull
Inspection number	919364
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	15
Name of provider	Bransholme Community Childcare Ltd
Date of previous inspection	not applicable
Telephone number	01482807688

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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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