

BrightStart @ Biggin

Biggin Hill Primary School, Biggin Avenue, Hull, HU7 4RL

Inspection date

Previous inspection date

03/03/2014

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 benefit from a varied and interesting range of developmentally stimulating learning experiences. Staff support children through a balance of activities that they can choose for themselves and those that are led by adults. As a result, children make good progress in their learning through joint interactions and skilful guidance.
- Senior members of staff are very good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- Strong relationships with parents are based on good communication and very effective information sharing. Staff make home visits and use information from parents to identify and act upon targets for further improvement. This builds a strong contribution towards effective relationships.

It is not yet outstanding because

- Opportunities for children to investigate the natural world even more through using a wider range of resources, both inside and outdoors, have not been fully considered.
- The staff team is continuing to expand and therefore the supervision techniques are not yet fully embedded to ensure the good practice already achieved is evaluated and monitored to measure whether or how it is constantly improving.

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 playroom and the snack time routine. She also observed children's outdoor play in the school nursery play area and the arrangements for walking children to this area.
- The inspector looked at children's profiles containing observation and assessment records. She also looked at evidence of the suitability of staff, the self-evaluation and action plans and a selection of policies and risk assessments.
- The inspector completed a joint observation with the manager and held discussions with the staff.
- The inspector had a tour of the premises and held meetings with the manager, deputy and area manager.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Caroline Stott

Full report

Information about the setting

Bright Start @ Biggin registered in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It operates from purpose-built premises in Biggin Hill Primary School. The nursery is one of six provisions owned by a private provider based in various locations around Hull and the East Riding of Yorkshire. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, the manager has a degree and three staff hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.30pm until 3.30pm. There are currently 33 children on roll who are within the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- provide further opportunities for children to investigate the natural world through the use of a wider range of resources, both inside and outdoors
- continue to strengthen techniques to evaluate and monitor practice to ensure the good quality levels already achieved are sustained and consistently improved upon.

Inspection judgements

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

Staff understand how young children learn and develop. Overall, the quality of teaching is good because staff are keen and enthusiastic to help and support children to learn and develop across all seven areas of learning. For example, children move their cars through flour and become fascinated with the lines left behind. This helps them make connections between their movements and the marks they make. There is a good balance of child-initiated and adult-led activities that staff skilfully guide through joint interactions. For example, scissor control is carefully guided through one-to-one contact to ensure children use these safely and learn how to use them with one hand. This means they learn to use and handle tools and equipment effectively. Consequently, children are well prepared and motivated for the next steps in their learning. Staff observe children closely to assess what

they like doing and plan interesting activities that encourage individual children's development. Individual learning profiles are in place for all children and these include photographs, observations and assessments. These are linked to the areas of learning and are used to track and plan for children's individual next steps. Parents are actively supported to add their views of their children's interests and achievements, and these are incorporated into planning effectively. As a result, children are supported and make good progress from their starting points.

Staff understand how to motivate children to learn well. They play alongside children and engage them in conversations, valuing their speech and promoting their ideas. For example, as children watch the workmen in the outdoor space build and construct the new play area. Various opinions and thoughts are discussed; children express themselves well through gestures and talk to link to their knowledge and experiences. This clearly extends their thinking as they respond to what they hear with comments and actions. Staff speak to children constantly about what they are doing, talking expressively to them as a matter of daily routine. Staff pay attention to the messages children send verbally and non-verbally and respond appropriately. For example, as children explore the sound a ball makes in a saucepan, staff add words, such as 'loud', to stimulate their interest further. This promotes children's speech and language. Children are inquisitive, for instance, a child becomes engrossed in collecting up an assortment of eggs. These are gathered into a truck and shown and discussed with staff, visitors and peers. Children demonstrate their knowledge well as they count and match two eggs, compare sizes and discuss the colours they have. This shows staff are supporting children to learn future skills and to take an active part in their learning. Children investigate many experiences, such as plastic animals hidden in the hay, and use blocks lined up in a row to move vehicles across or walk along. This encourages children to be increasingly self-sufficient and confident, in readiness for school learning, by using different methods to investigate and discover more. However, there is scope to provide even more opportunities for children to explore the natural world further. For example, offering resources inside and outdoors that support the effects of the weather changes. Consequently, the quality of teaching and children's learning overall is good.

Strong relationships with parents are formed early on and clear and frequent lines of communication mean parents are well informed and kept regularly updated with information. Home visits are encouraged and supported with information about the nursery procedures for parents and a gift bag for children. Parents are actively welcomed into the nursery for stay and play sessions with their children. Also, grandparents week offers additional stay and play sessions for them to get involved. The 'book' and 'colour' of the month are promoted throughout the nursery with good displays of children's work to support these. Parents are kept informed about areas of learning, staff changes and safeguarding procedures through newsletters, meetings, e-mail and the parents' notice board. Families who speak English as an additional language are also supported with posters in their home language to inform them of events. There is strong focus on involving parents in children's learning so this can be continued at home. Consequently, there is good emphasis placed on continually involving parents and sharing children's next steps in their learning and development for the benefit of the children.

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

Children settle particularly well into the nursery because staff take time to find out about their preferences, needs and routines. For example, information exchanged during home visits with parents ensures children's interests and routines are discussed. This means that care is consistent, so children make the transition from their home into the nursery with ease. There is a key person system in place and settling-in sessions are offered so that children have sufficient time to form strong emotional attachments. As a result, children quickly settle and are happy in the nursery. The play sessions offer children lots of opportunities to make their own choices and decisions about their play and about the toys and resources they can select independently. Children's confidence and independence are inspired through familiar routines, such as placing their name cards onto the registration board and welcome meetings. Staff encourage and support children to talk about how everyone is feeling and what play is on offer through the session. This means children are busy, active and well occupied, and they use their imagination well, supported effectively by staff. As a result, children feel comfortable with their new key person and are keen to explore their new surroundings.

Children's behaviour in the nursery is generally good. They are encouraged to be independent and learn to choose from the well-organised resources. These are clearly labelled so children know where to put things away when tidying up. Staff are good role models as they give lots of encouragement and praise and they model saying 'please' and 'thank you'. Children are given calm reminders to sit on chairs at snack time so that they do not fall. Staff encourage children to consider each other's feelings, share well and pass each other resources. Senior staff especially manage behaviour consistently well. For example, staff use 'time out' strategies that help children to learn the consequences of their actions and help them to begin to appreciate the effect that their behaviour has on others. This helps children learn positive behaviour skills and confident attitudes to explore, learn, build friendships and develop their self-care. Children learn about safety through routine procedures, such as holding hands while walking through the school grounds together. They also listen to staff, who remind them about simple safety rules, such as not running indoors and not climbing on units. Snack time enables staff to discuss making healthy food choices, which helps children to learn about the importance of adopting healthy lifestyles. The nursery has plans to develop the outdoor area, which include parents' ideas, for instance, growing fruit and vegetables with the children.

Transition arrangements and managing the diverse needs of all the children are excellent. Staff work extremely well with families to help their children settle into the nursery, and parents welcome this support. Staff work with families and a range of other professionals and use their expertise and knowledge of the children to shape each child's individual settling-in process. The arrangements the nursery has with the two local children's centres and the host school are excellent. The nursery uses the school nursery outdoor play area while the nursery grounds are being transformed. This provides good support to aid children's transition to the school nursery, and with this in mind, both settings have agreed this will be continued into regular practice. This means children are well prepared for the move to the school nursery nearby and for their future learning.

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

There are effective safeguarding arrangements in place. The manager and deputy have attended safeguarding training so they know and understand the action to take and whom to contact if they have any concerns about a child's well-being. The nursery has a clear recruitment procedure and all staff are subject to identity and suitability checks when they are recruited. There is a comprehensive company induction procedure in place that also covers the safeguarding policy and procedures. This means staff understand about child protection and know who to contact and the procedure to follow if they are worried about a child's welfare. The nursery has a varied range of written policies and procedures which are shared with parents and updated annually to ensure they remain effective. Thorough safeguarding procedures and guidance are in place, including the nursery's safeguarding policy and detailed risk assessments. The nursery is on the school site and is very secure. During busy times when parents and their children are arriving at and departing from the nursery, staff are extremely vigilant to ensure that any unauthorised person is not able to enter the setting or any child is able to leave unsupervised. For example, staff are placed to ensure children do not go near to the workmen constructing and using tools in the outdoor area. This helps reduce and eliminate risks or hazards to ensure a safe environment is maintained for children at all times.

The manager and deputy are very well qualified and experienced; they form a relatively new management partnership and work very well together. They demonstrate a clear understanding of their responsibilities to meet all the requirements of the Early Years Foundation Stage. This is supported very effectively by an area manager who regularly works alongside them to supervise, monitor and assess working practices. They all review and monitor the provision for children and have a clear vision for future improvement. The nursery has completed an initial evaluation of plans for the setting and has detailed action plans in place. This takes into account the views of parents and children to provide a detailed view of the strengths and weaknesses of the nursery. The nursery staff team is continuing to expand with ever-increasing numbers of children. All staff hold childcare qualifications and update their training to meet children's needs. For example, the deputy has attended the local authority training about two-year-old funding that also encompassed details of providing communication-friendly spaces. The team foresees that this will help practice in relation to managing the developing needs of very young children. The nursery currently draws in qualified staff from its sister settings to maintain correct ratios and is recruiting new staff. Consequently, the staff supervision techniques are not yet fully embedded to monitor and evaluate all the different staff practices, knowledge and understanding in order to improve the overall quality of practice even further.

Good relationships with parents, external agencies and other providers help support children and families effectively. Parents spoken to during the inspection are highly satisfied with the nursery. In particular, they feel they are kept well informed about their children's progress and learning. They are given good information about the local community, such as drop-in sessions at the local children's centres and parent sessions in the school nursery. These support issues such as toilet training. There is a strong recognition of the importance of fostering effective partnerships to ensure all children's

needs are fully met. For example, translators assist at parent meetings for families who speak English as an additional language, and other professionals, such as health visitors, are welcomed. This work with other agencies and professionals supports the shared support for children and parents and provides an inclusive service. The nursery manager and school nursery manager complete mediation to monitor children's achievements and abilities. The manager collects data and information on children's progress, which is used effectively to help staff to improve outcomes for children. Consequently, children's abilities and achievements are recognised and supported throughout the nursery.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469225
Local authority	Kingston upon Hull
Inspection number	936095
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	33
Name of provider	Bransholme Community Childcare Ltd
Date of previous inspection	not applicable
Telephone number	01964564321

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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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