

Bright Beginnings

Nuffield Health Fitness & Wellbeing Centre, Kingston Park, Kingston Street, HULL, HU1 2TX

Inspection date	14/03/2014
Previous inspection date	13/02/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Practitioners are confident in their teaching and provide a wide range of learning experiences for children. These are carefully tailored to match children's interests and as a result, they are motivated and keen to learn.
- Children's development in communication and language is given high priority. Lots of opportunities are provided for them to develop their skills through conversation and phonic activities. Consequently, they become confident communicators.
- Children settle well in the nursery because practitioners provide regular opportunities for children of all ages to come together during the day. This creates a homely environment and means children get to know all staff and each other well. Consequently, they develop strong relationships and friendships.
- Practitioners work effectively with parents. As a result, information about children's routines and individual needs is communicated well when the placement begins. This enables practitioners to provide care that mirrors that which children receive at home, providing security and stability for them.

It is not yet outstanding because

- Resources for children to make marks and to support their imaginative play are not always readily available in the outdoor area.
- Occasionally, the organisation of required documentation is not fully effective in making sure this is readily available for completion when required.

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 part 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 observed children playing in the playrooms and the outdoor area.
- The inspector met with the manager and spoke with practitioners and children at appropriate times during the inspection.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the provider's improvement plan.
- The inspector looked at a selection of children's records, planning documents and policies.
- The inspector undertook a joint observation with the manager of a group of older children involved in a phonics activity.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Diane Turner

Full report

Information about the setting

Bright Beginnings registered in 2010 on the Early Years Register and the voluntary part of the Childcare Register. It operates from three rooms in the Nuffield Health Fitness and Wellbeing Centre in Kingston-upon-Hull. There is an enclosed area for outdoor play and the setting also has use of the tennis courts. The nursery serves the local area and is accessible to all children. The nursery employs five members of childcare staff, all of whom are qualified at level 3. The nursery opens Monday to Friday, all year round, from 7.30am to 6pm, with the exception of one week at Christmas and all bank holidays. Children attend for a variety of sessions including creche places for parents attending the fitness centre. There are currently 32 children on roll, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- increase the opportunities for children to use resources that enable them to make marks and extend their imaginative play in the outdoor area, to further enhance their early writing skills and creativity
- strengthen the organisation of the service further by making sure all required documentation is consistently organised in an efficient manner, so it is easily located and accessible.

Inspection judgements

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

Practitioners are confident in their teaching and provide a wide range of learning experiences for children. They have a flexible approach to the planning of activities, skilfully adapting the programmes to include children's interests and ideas, as and when they arise. For example, one child decides that he would like to decorate a plant pot and plant seeds in this as a present for his mother on Mother's Day. A practitioner is very receptive to the child's idea and provides the necessary resources to complete the task, including a wide range of craft materials, to promote choice and support the child's creativity. This shows children are listened to and their suggestions are valued and taken seriously, which means they have a say in shaping their learning to meet their needs. In turn, the activity sparks the interest of other children and they become fully involved in deciding how to decorate their plant pot. A practitioner gives children time to use the resources in their own way, which means they can carry out their planned ideas. For example, one child carefully paints stripes on his pot, while another adds feathers to

theirs. The practitioner also knows when to join in to extend children's ideas, such as explaining how to make the colour pink by mixing other available colours, when one child decides this is the colour he wants to use.

Practitioners give high priority to supporting children to develop their communication and language skills. For instance, they use books with very young children to encourage them to make connections between pictures and words. Practitioners lead phonic activities with older children, which are tailored to a particular learning programme. These are presented in a fun way, which means children maintain their interest. For example, children are taught to make a movement linking to the initial letter sound of their name and take turns to add items beginning with a certain letter to their bowl of 'silly soup'. During such group activities practitioners clearly differentiate, and skilfully meet the learning needs of the different ages and stages of children taking part. For instance, they encourage children who are more able to blend sounds together to make simple words. This means children are effectively challenged and make good progress towards the early learning goals. Consequently, they are well prepared for school when the time comes. Books play a big part in the life of the nursery, which means children develop a love of reading from a young age. For instance, very young children enjoy the closeness of sitting on their key person's knee as they look at simple books together. Practitioners show them how to turn the pages carefully and encourage their curiosity by lifting flaps to discover what is underneath. Older children are taught how to use books to gain information. For example, a group of older children use a recipe book with a practitioner to decide what items they would like to make the following week as part of a baking activity. As a result, children learn what ingredients will need to be purchased and the processes they will need to follow, to achieve the end result. This means they are well prepared for their future learning. Opportunities for children to make marks indoors and develop their early writing skills are good. For example, paper, pencils and crayons are readily available for children to access freely. However, these rich opportunities are not fully extended to the outdoor area, to further support children in using marks in context in different areas.

Practitioners provide a bright and stimulating environment for children to play and learn. For example, resources for babies are within their reach on the floor. There are a wealth of displays including children's artwork, and labelling to show children print has meaning. Practitioners working with older children provide well-resourced areas indoors where children can act out the 'story of the week'. For instance, one child lies down in a 'bed' and pretends to be 'grandma' while another acts out being a 'wood cutter' as depicted in the story they have been learning. Such activities support children very effectively, to develop their independent creativity and imagination. However, these rich opportunities are not fully extended to the outdoor area. For example, children have access to a play house but resources to support them in acting out different scenarios are not readily available in the area. Parents are kept very well informed of their children's learning in the setting. For example, consultation evenings are held when parents can discuss their child's progress in depth with their key person. Monthly activity sheets are provided for parents and older children to complete at home together. This promotes a very effective shared approach to children's learning both inside and outside the nursery.

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

Children's transitions into the nursery are managed very well. For example, their individual routines, likes, interests and dislikes are discussed fully with parents and used to draw up an individual care plan by the child's key person. Settling-in visits are also offered, so children gradually become familiar with their new environment and parents receive a phone call to let them know how their child has settled at their first full session. Practitioners respond promptly to children's needs and spend a good amount of time building up bonds with them. For example, they respond to babies with cuddles and soothing words during their first sessions. Photographs of children's family members are displayed, to show each child's background is valued and celebrated and children of all ages have good opportunities to come together during the day. This promotes a family atmosphere. For example, with support from staff babies enjoy watching the activities of older children at the end of the day and toddlers and older children eat together at lunchtime. Strong and trusting relationships are forged between key persons and their key children. This means should children require medication, for example, they are happy for their key person to administer this.

Children are confident in their environment, which clearly demonstrates they have a good sense of well-being. This in turn means they have a good base for their learning and development. For example, a young child delights in shaking filled containers and becomes engrossed as she watches items, such as glitter swirl around in water. This shows the child is becoming an independent learner as she finds out about cause and effect in her own way. Children have good opportunities to learn outside the nursery. Babies are taken out for walks in pushchairs and older children regularly visit the library, follow a 'fish trail' round the docks and visit the marina. This successfully enables them to find out what their local environment has to offer and plays an important part in preparing them for school as they engage with others outside their normal childcare environment. Practitioners expect children to be capable and support them well to develop their independence. For example, a cafe style system is used with older children at snack time, so they can decide for themselves when to have this. They confidently choose from a range of fresh fruit and 'snack boxes' that contain items, such as dried fruit and pour their own drinks of water from a jug.

Children learn to behave well. For example, a practitioner makes good use of props, such as a teddy bear, to gain children's attention at group times. She uses this to remind children to follow the bear's example, of good sitting, listening and looking. Children of all ages are taught to respect the books they borrow from the library, so they are returned in a good condition for others to use. Older children are involved in drawing up the rules for working together. Consequently, they understand the reasons behind these and follow them well, which promotes their understanding of personal safety. For example, they know that they need to put on a band before accessing the role-play area, and that only four can do so at a time due to the limited amount of space. They know that they must not run indoors as they may trip over or bump into furniture. Children's efforts and achievements are acknowledged with praise and this means they feel good about themselves and have high levels of self-esteem. For example, an older child is keen to show the inspector a model of 'Big Ben' he has been involved in making and describing how this is a clock that 'you can see in London'. Children of all ages have good opportunities to take part in daily outdoor play, which plays a significant part in keeping

them healthy as they benefit from fresh air and use equipment to develop their physical skills. For example, they coordinate their movements as they dig in compost and sand with small tools, such as trowels. Practitioners provide good support and guidance to help children follow good hygiene routines. They make sure children wash their hands before meals and are close by, should children need any help as they develop independence in using the toilet.

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

Arrangements for safeguarding children within the nursery are good. Practitioners have a good understanding of their roles and responsibilities in terms of child protection issues and know to whom they should refer any concerns. This means children are well protected. This inspection was prioritised following concerns being raised about the provider's ability to administer medication safely to children, accidents not being logged, complaints not being dealt with effectively and a lack of communication. The inspection found medication is administered to children appropriately, accidents are logged in detail and shared with parents, complaints are responded to within the prescribed timescales and communication with parents is promoted effectively both verbally and in writing. However, it was found that on one occasion when a practitioner was asked to administer medication to a child, prior parental permission for this was not obtained in writing. In addition, a written record was not made when the medication was administered, which is a breach of the welfare requirements. Prior to the inspection the nursery owner had already taken prompt action to prevent a reoccurrence. She revisited the medication procedure with all practitioners to ensure they fully understand this, and in addition any medication that is administered is now witnessed by a second practitioner, who also checks that a written record has been made of this.

The nursery is maintained to a good standard of safety in all areas. The premises are secure and risk assessments and daily safety checks are carried out to identify any hazards. Effective action is taken to minimise these. Careful consideration is made to the deployment of practitioners, which means children are supervised appropriately in their play and learning. However, the organisation of documentation is not fully effective, to fully underpin the efficient management of the nursery. For example, the supply of medication forms is not always kept replenished, so they are easily accessible when required. The arrangements for the recruitment and vetting of any new staff are thorough, to ensure they are suitable to work with children and they undergo an effective induction procedure, which is carried out by the manager. This ensures they understand their roles and responsibilities fully. All practitioners currently employed are qualified to level 3. The manager is part of the ratios and works alongside the staff team, which provides good opportunities to observe and assess their practice. The owner completes an annual appraisal for all practitioners, to identify any training needs and support their continued professional development.

Good attention is paid to monitoring the quality of the provision. For example, the action and recommendations for improvement raised at the last inspection have been successfully addressed and the nursery has just gained a recognised quality assurance

award from the local authority at step one. All practitioners have been fully involved in contributing to this and the process has enabled management to carefully assess the nursery's strengths and areas for development. Parents' and children's views of the nursery are sought on a regular basis and management is responsive to making any changes they suggest. This means they help to shape the service to meet their needs. A clear development plan is in place as to how management intend to move the service on, to further enhance the outcomes for children's care, learning and development. Practitioners' assessments of children's progress, including the progress check at age two and overview grids are used successfully by management to monitor children's achievements and abilities. This establishes a good picture of children's strengths and any areas where their progress is less than expected. This means practitioners can plan and provide additional activities to support children, to reach their full potential. Partnership working with parents is good. Information is shared effectively through daily discussion, newsletters, displays and individual diaries for the youngest children. This means parents are well informed of how their children have spent their day and that their individual care routines are met. Parents' comments about the nursery are very positive. For example, they state they are pleased with the progress their children are making and that they find staff very approachable. They also state that they find the nursery a safe place for their children. Links with providers of other early years settings that children also attend are good. For example, reports of children's progress in both settings are regularly shared. This promotes a cohesive approach to children's care and learning across provisions, which provides continuity and stability for them.

The Childcare Register

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	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	EY415225
Local authority	Kingston upon Hull
Inspection number	960966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	32
Name of provider	Marie D'Arcy
Date of previous inspection	13/02/2013
Telephone number	01482227845

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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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