

Bright Start Childcare

138 Finch Road, BIRMINGHAM, B19 1HN

Inspection date

06/05/2014

Previous inspection date

06/09/2013

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

- Teaching is consistently good throughout the nursery. Staff plan a wide range of varied learning experiences for children which take account of their needs and interests.
- Children make good progress because staff record detailed observations of their activities and use the information to plan the next steps in their learning.
- Effective safeguarding policies are very well implemented and monitored by all staff so that children are safe.
- Staff are caring and meet children's needs, as they share daily information with parents so that children are happy and emotionally secure. There is a strong ethos of good behaviour and respect for others in the nursery.
- Leadership and management is strong and there is very effective monitoring and evaluation of the provision. Good links with other early years providers strengthen staff practice and knowledge and improve children's learning experiences.

It is not yet outstanding because

- There is further scope to enhance children's already good learning in the outdoor area through extending the range of exciting resources.
- Children's awareness of diversity and of cultures other than their own is not supported as well as it could be.

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 observed activities in the two playrooms and the outdoor play area, including a joint observation with the manager of the nursery.
- The inspector held meetings with the manager, who is one of the providers of the nursery and with one of the other directors of the company.
- The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector also took account of the views of parents and carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Bright Start Childcare was registered in 2012 and is 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. It opens on Monday to Friday from 8am to 4pm during term time only. There is an enclosed area available for outdoor play. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. Children attend for a variety of sessions. There are currently 83 children attending who are within the early years age range. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. It 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:

- enhance children's already good learning in the outdoor area by extending the range of exciting resources so that children enhance their experiences in all areas of learning
- extend activities and experiences offered to children so that their understanding of cultural diversity and difference is further supported.

Inspection judgements

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

Staff work very well together to plan effective and varied learning experiences for all children. The new manager has brought about considerable improvements in staff's knowledge and understanding of the Early Years Foundation Stage. They now make detailed observations of children which they use to plan the next steps in each child's learning so that they make very good progress. They use information from parents about what children already know and can do alongside their own initial assessments to establish clear starting points for children's learning. Children's progress is reviewed regularly so that staff quickly identify and address any gaps in learning. Parents are extremely well informed about the activities that each age group takes part in and the purpose they serve. They are guided very effectively in their support of children's learning at home through speaking to their child's key person each day and through very informative newsletters and display boards. Parents are welcomed into the nursery and report that they may see children's progress records and speak to staff or the manager at any time.

Children are grouped together in the two main playrooms for most of the day. At other times, they work on adult-led, focused activities in their key groups in order to build on the next steps in their learning. Children have a wide choice of good quality toys and resources which they access easily. They use mostly authentic resources in the home corner role-play area so that they can identify with the objects they are familiar with. They use the pans and utensils and enjoy pretending to cook with dry pasta, rice and any other objects they wish to use. Children explore play dough and use a range of tools and cutters to make shapes and models. Staff show them how to roll it into balls and they count the butterflies they cut out. Children count with staff and are challenged very well in their thinking as they are asked how many there are altogether and how many more are needed to make 12. Each child is given individual attention by the member of staff so that they all build on their learning. They learn to use mathematical language correctly as they are asked whether their dough ball is the same size and shape as another one. Children concentrate very well on the activity and are interested and engaged as the activities are well thought out with children's interests in mind. Children enjoy looking at books independently or with staff. Staff extend children's vocabulary well as they explain the meanings of different words in the story. They relate this to children's lives and ask them about their experiences. Younger children develop their communication skills well as staff encourage them to repeat words and help them to use full sentences.

Staff are confident in their use of open-ended questioning so that they use consistently good teaching to encourage children to think and to improve their knowledge. During snack time, staff draw children's attention to the apple pips and say they can plant them later when they go outside. They teach them about halves as they cut the fruit and help children to count how many pieces there are. Children develop their physical skills well as they use the wide range of soft play equipment in the nursery and the climbing and balancing equipment at the park next door. However, there is even further scope to enhance children's experiences in the outdoor area by extending the range of exciting resources. Children explore the feel of sand, water, shaving foam and many other textures. They use a wide range of technological equipment, such as computers, an interactive whiteboard, calculators and other electronic toys. Children are very well prepared for school and for the next stage in their learning as they experience a wealth of activities, make independent choices and become used to routines. They learn early reading and writing and mathematical skills through their play and in focused activities. Children are guided very effectively by staff so that they make good progress in all areas of learning. However, there is further scope to enhance children's understanding of diversity and difference, through providing an even greater range of activities and learning experiences. Children for whom English is an additional language are supported well as staff speak most of children's home languages between them. They work with parents to obtain the basic words in children's home language and use picture cards and visual timetables. Children with special educational needs and/or disabilities are well supported because staff work closely with parents and outside agencies to plan individual learning and support strategies.

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

Children are emotionally secure as they have as many settling-in sessions as they need before they start. Parents are welcome to stay with children for as long as they wish until they are familiar with their new environment. New children stay for shorter sessions until they settle. Staff reassure parents by telephone so that they know their children are settled when they first start. Staff are very caring and are aware of children's needs through the effective sharing of information with parents. They work together so that younger children's care routines are consistent so they are secure. Staff observe new children as they settle in during their first few weeks. They then decide who their key person will be, depending on which member of staff the child bonds with best. This means that children are happy and secure. Staff comfort children who are upset by cuddling them and distracting them with their favourite toys. Children form good relationships with staff and with other children and are confident as they make independent choices in their activities and ask for things they need. They use both rooms in the nursery for different activities so that they get to know all the staff and children which develops their social skills further.

Staff provide children with healthy meals and snacks and they learn about making healthy choices in food and exercise. Children have snack times together in small groups, but they can also access water and crackers during the morning if they are hungry. This helps them to be independent and to recognise their own needs. Children pray with staff before they have lunch. This is in line with the Islamic ethos of the nursery and meets parents' wishes. Children are active outdoors each day and they learn to put on their own coats, feed themselves and to ask for help if they need it, which supports their school readiness.

Behaviour is very good because staff set excellent examples to show children how to respect other people and to be kind to each other. Children are taught that they must take care of the toys so that they can all enjoy them and that they must share, wait patiently for their turn and help to tidy up. Transitions to school are now managed well, as this was a recommended area for improvement at the last inspection. Children's needs and progress are discussed with their new teachers so that these continue to be met. Children visit their schools with their parents and talk about this at nursery so they are emotionally secure. They are further prepared through more adult-led activities for which they are required to listen and concentrate for longer periods of time.

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

The new manager has ensured that all safeguarding policies and practice are effective in keeping children safe. There are rigorous procedures for the collection of children and the recruitment of staff. Thorough interviews, staff inductions and initial and ongoing suitability checks mean that staff are suitable and competent to work with children. The manager tests staff regularly to ensure they have a thorough understanding about how to identify any concerns and what they would do in a given situation. The manager is a qualified designated safeguarding person. She has organised and documented all the required legislation with regard to child protection, so that accurate records are kept of accidents, medication and any incidents relating to this. This means children are well protected. The premises are secure, as the main doors have a coded entry system. Staff

are very well deployed at times when children are being collected so that they cannot leave unsupervised. An effective risk assessment ensures that hazards are minimised and staff make daily checks to ensure the environment is safe for children.

The new manager has been in post for five months, but, as one of the providers, she has worked at the nursery for over a year since it opened. She is suitably qualified in childcare and is extremely competent in her management of all aspects of the provision. She has an excellent understanding of the Early Years Foundation Stage which has enabled her to raise the level of staff's understanding and implementation of this. This has resulted in much improved learning experiences for all children. She monitors teaching and planning very effectively with the assistance of the deputy manager. She carries out regular staff supervisions which enable staff to discuss and evaluate their performance and set targets for improvement through training and coaching. They discuss individual children's progress and more effective ways to plan and teach so that children continue to make very good progress. Staff's well-being is discussed at their supervisions and they are very well supported in their roles and in shaping their own professional development. The management team works very effectively with staff to evaluate and improve specific areas of the provision so that children's learning experiences continually improve. Parents' and children's views are encouraged so that they are involved in identifying areas for improvement. Parents are extremely well informed about the nursery's policies, procedures and children's activities. They are encouraged to make comments or suggestions for improvements or activities through speaking to staff or by using the notepads outside the rooms. The manager and staff are very highly motivated and committed to seeking to provide high quality learning opportunities for all children.

Effective links have been established with other local early years providers and schools. The nursery attends regular network meetings in order to share ideas and good practice and to keep up to date with current legislation and early years issues. The nursery has a particularly good connection with one local school. Staff have regular contact with the Reception teachers so that they know how children need to be well prepared for school. Staff work with a local authority early years adviser to monitor the provision and maintain good standards in teaching and learning. Staff liaise with other professionals, such as a local area special educational needs coordinator and speech therapists in order to support children's additional needs. Children do not currently attend other settings in parallel with the nursery.

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
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	EY455064
Local authority	Birmingham
Inspection number	960600
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	60
Number of children on roll	83
Name of provider	Bright Start Childcare Limited
Date of previous inspection	06/09/2013
Telephone number	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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