

# Brighter Beginnings, Belthorne

30 Belthorne Avenue, Charlestown, MANCHESTER, M9 2DD

## Inspection date

Previous inspection date

24/06/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

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

- The leadership and management of nursery is outstanding. Priority is given to achieving excellence through rigorous monitoring and evaluation procedures. This ensures that children are cared for in a safe and stimulating environment.
- Teaching is exceptional and staff are highly knowledgeable about the Early Years Foundation Stage. Therefore, children are making excellent progress in their learning supported by effective planning to meet individual needs, interests and next steps.
- Children are cared for by friendly, warm and attentive staff. Staff take time to build positive relationships with parents and actively seek their views, opinions and participation. Consequently, children's learning at home and in the nursery is well supported and enhanced.
- Safeguarding procedures are extensive and highly effective. Children are cared for by suitable adults who safeguard children well.

## **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 a range of activities in all playrooms and the outside learning environment.
- The inspector conducted joint observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the registered person, manager, advisory teacher, catering manager and Special Educational Needs Coordinator of the nursery.

## **Inspector**

Michelle Jacques

## Full report

### Information about the setting

Brighter Beginnings, Belthorne was registered in 2013 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven nurseries privately owned by Brighter Beginnings Day Nurseries Ltd in the Manchester area. The nursery operates from a detached, single storey building situated in the Charlestown area of Manchester. There are fully enclosed areas available for outdoor play. The nursery mainly serves the local area and it is accessible to all children. The proprietor's currently employ 12 members of childcare staff. Seven staff hold appropriate early years qualifications at level 3 and two hold level 2 childcare qualifications. The nursery manager has a relevant level 4 qualification. Apprentices are supported through the organisation's training centre. The nursery operates from 7.30am to 6pm Monday to Friday for 51 weeks of the year and it is closed over the Christmas period. There are currently 76 children on roll at the setting. Children can attend for a variety of sessions; including term time only sessions, the before and after school club and the holiday club. The nursery is a member of the National Day Nursery Association and it is working towards a quality assurance award through 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:

- develop further the already good methods used to celebrate and display children's achievements.

## Inspection judgements

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

Staff throughout the nursery have a comprehensive understanding of the learning and development requirements. The programme of activities provided are extensive, supported by a varied range of well-organised and rich resources. As a result, children and babies make exceptional progress in their learning. Staff skilfully extend children's learning at every opportunity using creative approaches to enhance activities and play. For example, children enjoy a water activity, filling and pouring containers. Staff extend this activity by moving outdoors where they add resources, such as syringes to squirt water and introduce mathematical language and cause and effect learning opportunities. Consequently, children are engaged and motivated in their learning and behaviour is exceptional. The planning, observation and assessment procedures are comprehensive and each child is supported well by planned play and activities that are tailored to meet their individual needs, interests and next steps. Staff spend time observing children's abilities and starting points and these observations enable staff to identify if children need early intervention and additional support. A highly skilled Special Educational Needs Coordinator provides specialist support if required, ensuring that every child is making

outstanding progress. Staff are highly attentive and fully engage in children's play. Staff encourage children to make independent choices, effectively praise their achievements and use open-ended questions to fully promote children's thinking. All staff use expert communication skills to engage with children and to promote language. As a result, children are highly confident, participate in conversation and articulate well with peers and adults. They are able to competently solve problems for themselves and are eager to learn, including those who speak English as an additional language.

Routines are well embedded to support children's learning. Children and babies enjoy an extensive and wide variety of stimulating adult-led and child-initiated activities. Each child is respected as an individual and independence and choice is supported for all children and babies. Children learn about forming friendships through key-person groups and when participating in focused, planned activities. These have clearly defined learning objectives and are carried out at set times within the day. Consequently, children benefit from an excellent mix of activities and experiences, which supports learning across all areas extremely well.

Relevant and detailed information is gathered from parents when babies and children enter the nursery. Home visits are offered to all families promoting early two-way communication between nursery and home. Home learning bags are given to every new family, providing ideas and resources, in order to encourage learning at home. Parents effectively share information about children's likes, needs and daily routines during settling-in procedures. This means there is an early and comprehensive understanding of children's routines, promoting continuity of care and encouraging children to quickly settle. Children are happy and secure reassured by positive relationships shared between parents and staff. There are a number of successful strategies used to keep parents involved and informed. Information about the Early Years Foundation Stage, select policies and nursery development plans are exhibited on parent noticeboards. Comments and compliments are encouraged and displayed in reception and parents are able to read and contribute to children's learning journal information. Therefore, staff engage parents very well in sharing children's learning, which significantly contributes to the excellent achievements children make in their learning and development. Consequently, children are extremely well prepared for their next stage in learning and eventually the move to school.

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

A highly effective and robust key-person system is in place. All staff are warm, caring and attentive to children's individual needs resulting in a calm, relaxed and happy learning environment. Strong relationships are evident between staff and children, enabling children to explore and play with confidence. This shows they feel secure and have built firm, positive attachments with staff and peers. For example, children giggle and laugh during intimate care routines as staff use this one-to-one time to reinforce the key-person relationship. Children often seek out familiar adults for reassurance and this is readily provided, as needed. Teamwork is strong and staff are exceptional role models. They communicate and cooperate together extremely well, which enables children to witness

examples of excellent respect between the adults that care for them. Routines support individuality well and children are encouraged to be independent and direct their own play. A flexible approach is adopted by staff to ensure children's needs are consistently met. For example, a child awakes from a mid-morning sleep and explains she is hungry. Staff immediately retrieve a banana from the kitchen to satisfy this individual need. Children are emotionally secure and well-being is valued and prioritised. Children are emotionally well equipped for their future transitions to other settings in the future.

Children are provided with a very wide, varied and healthy diet of balanced snacks and meals. The catering manager is driven and motivated to ensure that children and babies receive an interesting and seasonal range of meals. Menus are written with parents' input and these are adapted to meet individual dietary needs. Children with any special dietary needs and/or requirements are catered for with highly effective systems in place to ensure the safety of all foods cooked and served to children. Children are actively encouraged to test and try a variety of foods to experience new tastes. For example, a child is encouraged to select a variety of fruits and try each one despite showing a preference for oranges. Meal times are a social experience and children chat and laugh together enjoying each other's company, learning from the friends around them and developing their language skills further. Children take on small responsibilities during snack and meal times, such as, distributing cups, plates and cutlery, which develops their growing independence and sense of responsibility. This is a well-embedded procedure that children enjoy to undertake as they learn and establish good self-help skills.

Children benefit from an extensive programme of physical activity, both inside and outdoors. They develop highly competent physical skills and can run, climb, balance and push bicycles at speed. Children develop a very good understanding of how to be active and keep their bodies healthy. The extensive outdoor resources that are on offer and the expertise of the staff enable children to learn to take risks safely and to understand how to keep themselves safe. For example, children enjoy climbing up a large ladder to the outdoor slide. This activity provides children with challenge and elements of risk that they must assess to ensure it is safe. Staff support children extremely well by providing vigilant supervision and guidance to children and by allowing them the necessary time and space they need to complete the task. Children are content and happy and behaviour is exceptional. Positive behaviour is acknowledged by purposeful and meaningful praise. Staff consistently deliver appropriate behaviour management techniques following the nurseries procedure.

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

The leadership and management of the nursery is outstanding. Comprehensive safeguarding policies and procedures are understood and implemented well by staff. Robust daily safety checks, fire drills and risk assessments are in place to ensure the environment, resources and equipment are consistently safe. Staff are very well deployed ensuring highly effective and vigilant supervision of all children throughout the nursery.

For example, each staff is responsible for the safety and supervision of designated areas throughout the day. This ensures that children are well protected from harm and are able to move freely between the indoor and outdoor areas, which fully promotes their choice and decision making skills. A robust recruitment procedure ensures that children are cared for by suitable adults. A highly detailed induction is completed by all new staff and training is regularly undertaken to ensure staff update their knowledge and skills. All staff, including those on apprenticeships, have excellent knowledge and understanding of safeguarding and of their roles and responsibilities regarding child protection. A detailed policy is published and displayed throughout the nursery for staff and parents to review regularly.

Management and staff have an excellent understanding of the Early Years Foundation Stage learning and development requirements. Therefore, children learn extremely well through a stimulating programme of activities that is engaging and challenging. Activities are made fun and interesting by committed and skilful staff who use their qualifications effectively to meet each child's individual needs. Staff development is prioritised in the pursuit of excellence. Ongoing professional development for staff is well supported through a stringent in-house training schedule and monitoring system. Staff performance is regularly observed and monitored by senior management. As a result, staff consistently deliver very high standards of practice and care. The leadership and management team is a strong and experienced team who give high priority to the delivery of excellence. Clear and defined roles exist within the senior team and this ensures that each area of learning and development, assessment and safeguarding and welfare are successfully promoted by skilled professionals. Managers are motivational leaders who have developed a highly professional and passionate staff team who have a shared vision for their nursery. There is a focused and clear development plan in place to achieve this vision and to ensure sustained excellence is achieved. This is all underpinned by a clear and relevant nursery vision statement.

Excellent partnerships with parents and families have been established. Parents comment 'the nursery is exceptional, staff are excellent and very reassuring'. Staff and managers value the views and opinions of parents and actively seek to build positive working relationships with families. Parents' comments are included and considered in the evaluation procedure and the nursery business action plan. As a result, effective partnership with parents exist, which ensure the nursery consistently reflects on the views and needs of the families accessing the service. Partnership strategies extend to other professionals and agencies. Support is obtained from an external early years consultant who offers advice and guidance and the nursery is a member of the National Day Nursery Association. Local centres of excellence for special educational support are used for guidance and advice as necessary. Extracurricular activities promote links within the local community and children benefit from regular swimming lessons and library visits. Partnerships with schools where children move on to are also highly effective to ensure children's transitions to school are smooth. Overall this is friendly, happy and caring nursery offering outstanding learning and development opportunities for all children.

### **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

<b>Unique reference number</b>	EY472436
<b>Local authority</b>	Manchester
<b>Inspection number</b>	949005
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	98
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Brighter Beginnings Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01280 843111

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

