

Brighter Beginnings Hallam Road

Hallam Road, MANCHESTER, M40 2SX

Inspection date

Previous inspection date

21/08/2014

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 management team and staff have an outstanding knowledge of the Early Years Foundation Stage. They have an excellent understanding of how children learn and use a range of inspiring teaching strategies and resources to support children as they make excellent progress towards the early learning goals.
- Positive caring attachments are evident between children and staff. Parent partnerships are excellent and staff work closely with parents and understand children's needs very well. As a consequence, children are independent and active learners, exhibiting very high levels of self-esteem.
- The stimulating environment engages children in play, offering quality learning experiences in all areas of learning. Children initiate their own play, share resources and play cooperatively with their peers.
- Staff have an excellent knowledge of safeguarding procedures and the action to take if they have any concerns about children's welfare.
- Comprehensive self-evaluative practice is in place, which consistently identifies areas for further development. Staff are extremely reflective and ensure that ongoing quality improvements are identified and addressed.

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 and children at play throughout the inspection.
- The inspector spoke with children, staff, parents, the management team and the directors throughout the inspection.
- The inspector looked at documentation to ascertain children's progress towards the early learning goals.
- The inspector looked at the provision's self-evaluation processes, undertook a joint observation with the manager and observed that appropriate suitability checks were in place for all staff.

Inspector

Elisia Lee

Full report

Information about the setting

Brighter Beginnings Hallam Road was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a purpose-built building in the Newton Heath area of Manchester, close to shops, parks and public transport links. It is one of nine nurseries owned and managed by Brighter Beginnings Limited. The nursery serves the local area and is accessible to all children. It operates from seven playrooms and there is an enclosed area available for outdoor play. The nursery currently employs 11 members of childcare staff. One member of staff holds Early Years Professional status, one member of staff holds an appropriate early years qualification at level 4, four staff hold early years qualifications at level 3 and three hold early years qualifications at level 2. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides before and after school care and holiday care. Children attend for a variety of sessions. There are currently 66 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and 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:

- extend the already excellent opportunities which promote independence, through further developing opportunities for children to consistently serve themselves throughout lunch time.

Inspection judgements

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

The staff and management team have an outstanding knowledge of the Early Years Foundation Stage and use this superbly to support children's learning and development. The environment contains a wide range of quality resources, which support children in acquiring the skills, attitudes and dispositions they need to be ready for school. Educational programmes cover all areas of learning and staff plan activities, which are based on children's interests and next developmental steps. Staff have an excellent knowledge of the learning needs of children in their key group as the assessment and tracking of children's progress is consistently undertaken. Staff plan targeted activities, which ensure that learning opportunities are precisely matched to individual learning needs. For example, younger children explore how to make marks in a shallow tray filled with flour, while older children make marks on a larger scale on a designated painting wall in the outdoor area. This shows that staff expertly reflect on children's needs and provide activities, which raise children's attainment to the highest level.

Teaching is outstanding. Staff are enthusiastic and motivated, using inspirational teaching strategies, which engage children in learning and provide excellent levels of challenge. For example, children explore number by playing a mathematical-based game in the outdoor area using large foam dice. Staff ask children to identify the numeral they can see on the dice and count the spots correctly using one to one correspondence. They then pose challenges for children to see if they can match the corresponding number to the dots and ask children if this number is bigger or smaller than the previous number. Staff show an excellent understanding of effective teaching and skilfully use resources to engage children in learning. For example, staff support children in the role-play area as they act out real life scenarios. Staff ask questions, such as 'is the porridge hot or cold?' and 'what could we do to make the porridge cooler?' This superbly supports children's communication skills. Staff support younger children by making different animal noises. Children enjoy listening, copying staff and exploring making different sounds. This activity supports children's early language skills. The impact of this is that children are extremely keen learners exploring the environment and resources with enthusiasm and confidence. Children who have special educational needs and/or disabilities are supported extremely well. There is a designated special educational needs coordinator who offers support to other staff, liaises closely with parents and seeks advice from a range of other professionals. The local authority special educational needs team is based in the same building as the nursery and this facilitates excellent partnership working. Children who speak English as an additional language are very well supported through close partnerships with parents, staff learning key words in their home language and visual cues which support with communication. In addition, the nursery has close partnerships with other professionals who offer support, for example, with translation services.

Links with parents are excellent. Relationships flourish through innovative ways to share information. For example, staff visit children at home prior to starting at the nursery. This gives the opportunity to complete an 'all about me' document and discuss children's developing skills at home. Staff use this information which contributes to the baseline assessment. Methods of communication are excellent and include a website, daily link books, parents display board, a suggestion box and parent questionnaires. Learning is supported in the home through using home learning bags. These contain different games, resources, books and compact discs that children can enjoy at home with their parents. In addition, children can take home a 'take home teddy', which involves contributing to a teddy diary. This provides a discussion point between parents and staff about children's likes, dislikes and interests. Consequently, the views of parents contribute greatly to children's learning and development. Children's transitions are exceptionally well supported as they prepare for school. For example, children have the opportunity to go on visits to school with their key person and use school uniforms in the role play area. This means that children are emotionally well prepared for change and transitions. Staff complete transition documents and attend meetings, which means that all carers are aware of children's care and learning needs.

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

There is a highly effective key-person system in place, which is flexible to support the needs of children. Secure attachments are evident and children have excellent relationships with staff. For example, babies smile broadly and gurgle with delight bouncing their legs as a member of staff talks to them across the room. In addition, children are quickly soothed and are easily settled by staff if they become upset. Staff are extremely caring and nurture children well, following routines from home, which support children's needs, such as sleep routines. For example, a child sleeps while other children eat lunch as staff have observed the child falling asleep and needing rest. This attention to individual care needs means that superior bonds between staff and children are developed. Staff are excellent role models for children. They are enthusiastic, engage in play, role model how to use resources and provide a running commentary to promote children's thinking. Children's behaviour is exemplary. There is a named officer in charge of behaviour and all staff attend behaviour management training. The behaviour policy and procedures is effectively implemented and this shows that age-appropriate interventions are used with children to support positive behaviour. Children listen to staff requests and enjoy receiving praise as they undertake set tasks. This supports children's self-esteem and confidence. This means that children's well-being is supported extremely well.

Children's safety is given the highest priority due to highly comprehensive risk assessments, for the indoors and outdoors, and the effective deployment of staff. Daily safety checks are undertaken to ensure that any risks are minimised. In addition, risks are assessed every time children go on outings through staff carrying out a visit to the destination prior to taking children. This means that potential risks can be identified before taking children out of the premises. Staff discuss road safety and the need to be wary of strangers with children, which means that children are beginning to consider risks independently. Children learn about safety through taking part in regular emergency evacuations and going on walks in the local environment. Staff are deployed effectively throughout the nursery, which means that children are effectively supervised and well cared for. Children have an excellent understanding of routines. For example, children wash their hands before eating lunch, put coats on before playing outside and initiate their own play through choosing resources. This shows that children have a high level of independence. However, at lunch time, children do not always have opportunities to be fully independent, as some staff serve children with their lunch and drinks. Resources are superb and inspire children to explore and become actively engaged in learning. For example, a role-play area mimics a familiar children's story about visiting the moon. Children enjoy re-enacting the story and using various props, such as moon boots and a rocket spaceship. The impact of this is that children's learning is significantly enhanced.

Staff promote healthy lifestyles and the importance of exercise through daily access to the outdoor area, music and movement sessions and accessing the designated sensory room. In addition, children go on regular outings. For example, children use public transport to visit the museum where they make binoculars and go dinosaur hunting. The outdoor areas are well thought out and areas of continuous provision are in use. Children enjoy digging in a mud kitchen using bikes on a designated track and using resources which support balance and co-ordination. Children are independent and have excellent self-care skills. Staff give clear messages about health and exercise, which supports children in their understanding of the importance of leading a healthy lifestyle. For example, staff discuss

the importance of eating vegetables as children eat lunch. Children have a healthy menu prepared by a designated cook. Menus are varied and incorporate a range of healthy options and fresh fruit and vegetables. Individual care needs are well supported. The cook meets with parents to ensure that menus cater for all dietary requirements. In addition, children discuss healthy options through regular cooking activities delivered by the cook.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are fully understood by the management team and all the staff. This means that children are safeguarded and extremely well protected in the nursery. All staff attend safeguarding training and procedures are discussed at regular staff meetings, which continually refreshes practice. Staff show excellent knowledge of how to keep children safe. For example, they are aware of the appropriate authorities to contact should they be concerned about a child's welfare and use secure passwords should an unknown adult arrive to collect a child. There are effective procedures in place to support safe selection and recruitment of new staff. The management team ensure that appropriate suitability checks are undertaken on every member of staff and there are excellent processes in place to support staff. For example, robust induction procedures, appraisals, peer observations, regular supervisions and staff meetings. Safety and security are given the highest priority. For example, there is key fob entry to the rooms where children play and only staff know the door codes. Robust risk assessments are in place and daily safety sweeps are undertaken, which cover all areas of provision. Children are further protected through the nursery using a visitors' book, maintaining daily registers so that ratios are constantly maintained, undertaking regular head counts and taking part in regular emergency evacuations. Robust procedures and documentation are in place which supports excellent practice. For example, it is standard procedure for the manager to telephone parents if a child does not attend nursery when expected. This shows that staff give utmost priority to children's welfare.

The management team constantly monitor teaching and learning in all the rooms. This ensures that staff provide purposeful and developmentally challenging activities. Managers observe staff as they work, there are quality checks on planning, peer observations and internal processes of quality assurance. The management team have high expectations. The manager sets room targets each month, which link into development plans and the nursery action plan. This shows that the learning and development requirements are fully understood and implemented by the management team. Staff are highly effective in identifying and planning for children's needs and children progress exceedingly well towards the early learning goals. There are excellent methods of tracking children's progress which means that support is targeted and they make excellent progress in their learning and development. Staff have access to regular training opportunities, attend network meetings, are undertaking a quality assurance scheme and share good practice with other providers. This promotes rigorous self-evaluative practice and allows staff to constantly refresh and update their knowledge in order to provide consistent development.

Staff have an excellent understanding of the importance of partnership working, which

ensures that children's individual needs are exceptionally met. Excellent links have been made with a range of professionals to support children's needs. These include local health professionals, education professionals, other early years providers and local authority advisors. Partnerships with parents are excellent and the management team welcomes parent contributions to ensure that the nursery provides an excellent level of service. Data collated from a recent parent satisfaction survey shows that parents are very pleased with the staff and service offered by the nursery. Comments include 'the staff are excellent with my child' and 'my child has come on in leaps and bounds'. Parents are extremely complimentary about the nursery. They comment 'they are a brilliant staff team who are really knowledgeable and experienced; I would recommend the nursery to anyone looking for childcare'.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY472492
Local authority	Manchester
Inspection number	957341
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	98
Number of children on roll	66
Name of provider	Brighter Beginnings Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	01280 843111

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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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