

BrightStart @ Dorchester

Dorchester Primary School, Dorchester Road, Bransholme, HULL, HU7 6AH

Inspection date	28/10/2014
Previous inspection date	20/08/2009

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

- The nursery team work conscientiously with parents and a wide range of multi-agency partners. This means children benefit from the good attention given to share information with everyone to ensure continuity and consistency.
- Many children are visited in their home. This enables staff to meet informally with parents and find out in-depth information about the uniqueness of each child, which supports the decision making of how to meet their individual needs.
- The staff are reflective practitioners. They use what they know and find out from a wide range of sources to improve and develop the nursery provision for children and their families.
- Safeguarding procedures include the regular analysis of accidents. This means information is evaluated to ensure swift action is taken to reduce potential risks for children, helping to keep them safe and well protected.

It is not yet outstanding because

- The organisation of some group activities does not always consistently engage all children in meaningful activities so that each child's learning and development is maximised.

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

- A member of the senior management team provided the inspector with a tour of the nursery.
- The inspector spoke to children, staff and a parent and held a meeting with the manager and area manager.
- The inspector checked evidence of the suitability and the qualifications of staff working with the children.
- The inspector carried out observations of indoor activities with the nursery manager.
- The inspector looked at the nursery's self-evaluation document, a sample of children's assessment files, planning documentation, the nursery's policies and procedures and other records.

Inspector

Jackie Phillips

Full report

Information about the setting

Brightstart @ Dorchester was registered in 2009 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of seven settings run by Bransholme Community Childcare Limited, and operates from a ground floor room, with associated facilities, in the children's centre based on the Dorchester Primary School site in Bransholme, Hull. Children have direct access to an enclosed outdoor play area. The nursery provides wrap-around care for children who attend the primary school next door and other schools in the area. It is open each weekday from 7.30am until 6pm all year round, closing for one week between Christmas and the New Year. There are currently 60 children on roll, all of whom are in 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. There are currently 12 members of staff employed at the nursery. This includes a manager with day-to-day responsibility for the nursery and an area manager who provides ongoing support. Two staff hold a recognised childcare qualification at level 6, one holds level 4, six hold level 3 and two hold level 2. 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:

- review some group activities so that staff are able to consistently engage children in meaningful activity, so that children's learning and development is maximised.

Inspection judgements

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

Staff have a secure knowledge and understanding of how to promote the learning and development of young children. This includes children with special educational needs and/or disabilities. Staff understand the high impact that quality play experiences has to help children to learn, and they plan and organise a wide and interesting range of age-appropriate activities to promote this. The planning of the programme of activities is guided by children's interests and complemented by a theme or topic. For example, there is a 'book of the month' and a monthly focus on a particular colour. A wide and interesting range of activities lead from these topics. For example, children roll conkers in brown paint, make leaf prints and experience scooping out the inside of a large pumpkin as part of the autumn and Halloween theme. This helps children to make links and connections in their learning, particularly as learning is also reinforced and extended as part of each session's 'circle time'. Staff know all children very well and make sure that they monitor the progress of each child, to be certain that they are developing in line with that which is typical for their age. If there are seen to be any difficulties or concerns about a child's ability to learn or to make good progress, staff speak promptly to their parents. This

means that swift and appropriate action is taken, such as providing additional support, to ensure that each child makes good progress at their own rate and does not get left behind. Consequently, the quality of teaching and learning is good and children make good progress in their learning.

Children are motivated to learn and experience new things. For example, they are keen to take part in a hands-on activity to scoop out the inside flesh of a large pumpkin. They listen carefully and respond enthusiastically to the member of staff, who encourages them to guess the colour of the pumpkin and think about if it is hard or soft. Later, children experience for themselves the flesh of the pumpkin and its seeds, which are placed in a shallow tray for them to smell, handle and investigate further. This inspires children's curiosity and helps them to explore further to find solutions to their own questions. It shows that staff are keen to find ways to help children become active learners and critical thinkers, which are skills they will need for their future learning. There are times when older children, who usually access the wrap-around care provision which takes place at the beginning and end of the day, play with much younger children. On occasions, the organisation of some group activities does not fully ensure that staff consistently engage children in meaningful activity, so that children's learning and development is maximised.

Children are clearly very well supported to learn to work independently and alongside other children. This is carried out through a good balance of activities that are either chosen by children themselves or those that are led by an adult. Children are very much involved in the decision making about what they would like to do or play with. This raises their self-esteem and builds their confidence. Children routinely take home 'Chester the bear', which helps them to understand sharing and turn taking. This idea makes an excellent link between home and the nursery, and parents contribute lots of wonderful photographs and written comments that describe the bear's experiences with their child. Staff make an attractive book using parents' contributions and their own so that children have a wonderful resource to use. The big book of the bear's experiences with the children forms a firm basis for staff to expertly use to explain to children about the importance of friendships, of caring for one another and about emotions. They add additional photographs to reinforce this. For example, they add a picture of a rabbit that visited the nursery and of children caring for the nursery's pet goldfish. This is a super tool for staff to use to help children deal with their emotions, based largely on the positive aspect of working harmoniously with others and forming kind and caring relationships. It is also one of the many ways that parents get involved in children's learning and it helps to prepare children with ways to deal with their very often mixed emotions. This will help them when they eventually leave the nursery and as they prepare for school.

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

New children settle quickly into the nursery because time and a great deal of effort are taken by staff to get to know children very well. Many children, particularly two-year-olds, are visited in their home. This enables staff to meet informally with parents and find out in-depth information about the uniqueness of their child to help them make decisions about how they can meet their individual needs and foster their interests. Short stay and play sessions also take place, which helps children to become accustomed to the new

environment so that they can separate more confidently from their parents. Every child is given a key person whose responsibility it is to engage with parents and form a warm and close attachment to their child, so that each one feels safe and emotionally secure. It is the responsibility of the key person to get to know each child in their group and their parents very well. This special person keeps a number of records that show children's progress in their learning to share with parents and use for planning. This positive approach to working together contributes to effective relationship building with parents and promotes children's well-being.

Children are provided with a broad and exciting range of toys and equipment. This includes, for example, lots of resources made from natural materials, arts and crafts equipment, construction materials and access to everyday items linked to information and communication technology. For example, children use an interactive hand-held electronic tablet. This helps them to learn skills they will need to operate equipment which will form part of their later learning. Their time spent on this type of equipment is closely supervised and is time limited by staff. This helps children to understand the fairness of using the equipment with others as part of the development of their turn-taking and sharing skills. Children relax by sitting comfortably on soft cushions or throws or underneath the wicker arch, which promotes a safe, calm place to rest. In complete contrast, they also regularly enjoy time engaged in physical play outside in the fresh air. They use an interesting outdoor area with safe yet thrilling places to climb, balance and run around to release excess energy. An exciting tree house has to be accessed by children climbing up the ramp to get inside. Alternatively children crawl through the tunnel at the bottom. This helps them to manage risks and challenges relative to their age so they begin to understand about safety and how to consider the consequence of their actions. The outdoor environment extends, enhances and matches children's learning that takes place inside. The outdoor area is adjacent to the school's playground so children can see friends and siblings who are at the school. It helps in their preparation as they gradually become familiar with the next learning environment that they will attend. Staff manage children's behaviour very well so that they quickly learn the difference between right and wrong. As a result of lots of praise when children behave well and a good balance between busy energetic play activities and time to rest and relax, children's behaviour is very good.

Children are actively involved in snack and meal times. For example, they pour their own drinks and make choices and decisions about what they would like to eat, very often serving themselves. This means they are more likely to enjoy and feel confident enough to try and taste the variety of healthy meals that are freshly produced. Food-tasting activities often take place as part of broadening children's real-life experiences. Parents are always contacted first to make sure that staff are fully aware of any child who has an allergy or food intolerance. Through conversations and detailed record keeping, parents are promptly informed about any accidents that their child sustains. This keeps children safe. After lunch children brush their teeth, which helps to promote good oral hygiene and prevent tooth decay. They understand the need to wash their hands frequently because, they say, they want to 'get rid of dirt'.

The effectiveness of the leadership and management of the early years

provision

Children are cared for in a safe and secure environment inside and out. Staff take part in a rolling programme of first aid, safeguarding and food safety training, which means they keep these vital skills and their qualifications regularly updated as part of their safeguarding measures. They know the action to take if they have any concerns about a child's welfare or well-being and they understand who to report any concerns to. At staff meetings safeguarding is always an agenda item, so this very important aspect of working with children remains a strong focus for everyone. Children are very well supervised, but any accidents that do occur are recorded and parents are promptly informed. Records of accidents are regularly analysed so that the consequence of any incidents are evaluated and swift action taken to reduce potential risks for children. This forms part of strong risk assessment procedures to keep children safe. There is a robust process established for the recruitment, appointment and induction of any new staff members. This helps to support newly chosen staff to settle in quickly and ensures that only suitable staff are appointed to join the team.

The manager regularly monitors the educational programme for children's learning. Use of a bespoke electronic overview is one of the ways the manager makes sure that all children are making good progress, including those children with special educational needs and/or disabilities. This helps her to make an assessment that all children are making good progress across the seven areas of learning in their journey towards the early learning goals. It also identifies where additional support is needed or where there are any gaps in learning. The manager regularly works alongside her well-qualified team to offer advice, support and guidance. This helps her to evaluate their working practice. She is a very good role model and is not afraid to tackle staff's underperformance swiftly and sensitively. Staff are well supported to improve their knowledge, understanding and practice through access to training, supervisions, team meetings and annual appraisals.

A strength of the nursery is the partnerships that are effectively formed with parents and other partners. The nursery team work conscientiously with a wide range of multi-agency partners that include children's centre colleagues, school staff, health visitors and speech and language therapists. This means that children benefit from a strong commitment to share information with everyone to ensure continuity and consistency. Nursery staff build strong relationships with parents through effective information sharing and a clear focus to keep them very well informed and involved. For example, parents have access to a number of written policies and procedures that include details of how they can make a complaint. The views of parents are regularly taken into account as part of the staff's many ways that they reflect on their practice. This means they seek parents' opinions and views to help them to evaluate the nursery and think about what they could do to continually improve. Written comments from parents as part of the nursery's parental survey show extremely high levels of satisfaction. The recommendations raised at the nursery's last inspection have both been very well addressed.

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. 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	EY386768
Local authority	Kingston upon Hull
Inspection number	858997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	27
Number of children on roll	60
Name of provider	Bransholme Community Childcare Ltd
Date of previous inspection	20/08/2009
Telephone number	01482 827008

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

