

Brighter Beginnings Wetherby Street

WETHERBY STREET CHILDRENS CENTRE, 50 Wetherby Street, MANCHESTER, M11 1NU

Inspection date	30/07/2014
Previous inspection date	Not Applicable

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

- Teaching and learning are excellent. Lead staff use their outstanding knowledge and expertise to help all children to become confident, self-motivated learners
- Children show intrigue and fascination and they are highly motivated to learn because staff provide many exceptionally well planned activities and opportunities for learning.
- A very strong key-person system and a carefully monitored assessment process ensure specific priorities for learning are swiftly identified and supported. This supports rapid improvement in children's learning from their starting points.
- Children are helped to stay very safe and are extremely well looked after because the environment is planned to the highest quality and excellent staff deployment provides children with very high levels of support. The behaviour of children is excellent.
- Partnerships with parents and other agencies are used to the best effect in supporting children's well-being, and their learning and development. The nursery works very responsively to meet the needs of individuals and to safeguard children's welfare.
- Leadership and management are outstanding. The leadership team continually searches for ever-improving ways to help the children's development. It monitors the provision with rigour to help every child stay safe and make the best possible progress.

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 units for children aged under and over two years, and in the outside play area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the manager and deputy manager of the provision, the general manager, catering manager and one of the directors.
- The inspector looked at a sample of children's assessment records, progress tracking records and planning documentation.
- The inspector took account of the views of the nursery's early years consultant, parents and carers spoken to on the day and from information included in the nursery's own parent survey.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and she viewed and discussed the provider's self-evaluation form and improvement plan.

Inspector

Angela Rowley

Full report

Information about the setting

Brighter Beginnings Wetherby Street was registered in January 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Higher Openshaw area of Manchester, and is one of a number of settings currently managed by Brighter Beginnings Limited. The nursery serves the local area and is accessible to all children. There are two enclosed areas available for outside play. The nursery employs ten members of childcare staff, six of whom hold early years qualifications at level 3 or above. One member of staff holds a level 2 qualification. The nursery opens Monday to Friday, all year round and sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 47 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-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- maintain the highest levels of teaching and learning for all children, in particular by considering additional ways to enhance staff's expertise in assessing and supporting children who speak English as an additional language even further.

Inspection judgements

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

The knowledge and expertise of lead staff about ways to help children's learning are exceptional. They very effectively share their ideas with others in the team. This results in teaching of very high standards. The well-organised and highly enabling environment throughout the nursery, enhanced by meticulous planning and monitoring of an exceptional educational programme, helps ensure all areas of learning are promoted very effectively. Children under two years are excited to learn. They are keen to explore and find things out, because a very high emphasis is placed on providing rich, fun experiences that stimulate babies' senses. For example, they squeal with delight when they investigate the sounds they make by standing on the electronic keyboard mat and on bubble wrap, which is safely taped to the floor. The under-tuos display high levels of confidence in following through their own ideas and responding to their own motivations, because of the extensive range of very well-planned play and activities on offer. They are keen to make marks on paper because staff provide rich, meaningful opportunities to practise this. For example, two-year-old children hold a pencil with emerging precision to make small circular movements on Christmas cards, which they then post into a letterbox for Santa. This supports an early understanding that writing carries meaning. Children independently choose to extend their mark-making experience further. This is possible because they

know exactly where to find and how to use the additional tools that are freely accessible to them and children continue their activity by printing using ink stamps on black paper. They problem-solve spontaneously and swap their black paper for white paper, which enables them to see their marks more clearly. These highly positive attitudes to investigating, concentrating and thinking critically demonstrate how effectively children are developing the positive attitudes to learning that they need in readiness for school, when the time comes.

High quality teaching promotes learning across the Early Years Foundation Stage. Consequently, children make significant gains in their developmental progress. Staff know this is the case because right at the start, they work extremely closely with parents to establish children's needs and identify their starting points during home visits, introductory stay and play sessions, and in a baseline assessment, which is conducted in the very earliest weeks of attendance. For the vast majority of children, this helps staff understand children's care and learning needs precisely. However, there is scope to further enhance staff knowledge and expertise of how to assess and provide the very best support for children who speak English as an additional language. This is because very occasionally the progress and levels of achievement of this small group of children takes longer to assess accurately and monitor in the best possible way. Staff continually share information with parents and plan for children's future learning priorities using an extensive range of strategies, including sharing photos and observations, and using translators and text where beneficial. As a result, staff, parents and children build highly productive relationships. This supports, for example, parents and/or carers whose children are learning English as an additional language to increase children's attendance and to take part in special events at nursery, which means that they can better support their child's learning. The very strong key-person system helps staff to take a close interest in the development of the children in their care and consequently they have a close understanding of just how well each child is doing. Every child's learning is rigorously tracked and monitored through continuous and summative assessment, regular progress meetings and completion of the progress check for children between the ages of two and three years. This enables staff to identify children who may need additional support swiftly, which supports rapid progress.

The quality of interaction to support learning is excellent. Lead staff drive the highest quality practice through modelling and first-rate support. As a result, all staff engage with children exceptionally well and have high expectations for them. The very strong key-person system means that every child is extremely well engaged and included. Staff respond to individual children's needs and interests superbly. This is because staffing levels are high and staff know the children very well. For example, staff notice children keenly watching what happens when they post small toys down giant tubes. The member of staff supports their interest further by suggesting other items that might go faster. Children eagerly find toy cars and find ways to use the tubes to make them go fast. They demonstrate their enthusiasm when they eagerly shout 'again'. When they use toy ducks, the staff member introduces an associated song and encourages children to count the ducks as they sing. She very effectively models further counting to provide some additional challenge. All staff support children's communication and language very well. Children over two years join in with familiar and repeated lines from favourite stories as staff act them out in the garden. The activity, which starts with a small number of

children, is soon enjoyed by many. This is because the children, including those who speak English as an additional language, are so enthused and excited to join in. The communication and language development of the under-twos is extremely well supported. Staff swiftly notice children's emerging words and reinforce by modelling clearly and extending further. For example, as they climb the steps to the small slide staff identify babies' attempts at saying the familiar phrase 'ready, steady'. Staff repeat this and then add 'Go!' to the delight of the babies taking part. Staff use daily routines superbly to support understanding and speaking through repetition. Babies join in with actions to familiar lunchtime songs and they make good attempts at vocalising relevant words tunefully. Every opportunity is seen by staff as a rich opportunity for learning and, as a result, they maximise opportunities to support learning and development exceptionally well.

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

The highly successful implementation of the key-person system and the exceptional deployment of staff ensure that all children are extremely well cared for and form secure emotional attachments in the nursery. Each child's entry into the nursery is exceptionally well managed. Home visits enable staff to introduce themselves sensitively to children and to start to build relationships with the whole family even before admission. Staff provide parents with useful information about what to expect from the nursery and they use the opportunity to gather as much information as possible about children's individual needs and their learning so far. Admission arrangements are managed with great flexibility to support children's emotional well-being. The strength of their relationships with their key person is evident when newly settling children seek them out for occasional reassurance. Consequently, children settle securely. This enables them to become independent, confident and highly motivated learners who thrive at the nursery.

High priority is given to supporting children to learn how to behave in safe ways and to develop the behaviours associated with good learners. Because of the rich variety of things to do, children are quickly absorbed in play and they behave exceptionally well. There are few problems between children and they demonstrate excellent turn-taking skills. This is because staff model wanted language and behaviours excellently. They provide consistent routines and, as a result, children understand exactly what is expected of them. For example, immediately children under two years hear the words 'lunchtime', they spontaneously go to the table ready to sit down. When they see flannels ready for use after lunch, they recite 'wash, wash, wash'. Staff also use meaningful opportunities to remind children about safe behaviour. For example, the under-twos recite the familiar words 'hot, hot, hot' as staff model how to blow their meal. Children over two years are sensitively reminded about keeping their developmentally appropriate knives on the plate when they chop different fruit and vegetables to taste. They are enabled to take safe risks outside. The large-scale play equipment enables them to climb and balance. They enjoy negotiating the cycle path and challenge themselves to free wheel down the slight slope.

The well-being of children is of the highest priority to all staff. The nursery has outstanding links with other agencies and uses these to the best effect. For example,

managers provide use of a meeting room to support multi-professional meetings that involve parents. These are held while children are in nursery and means parents are more able to attend. The organisation of the nursery business as a whole very effectively supports children's individual health needs through impressively managed catering arrangements. Parents meet with the business' catering manager directly to explain any dietary requirements and plan specifically how to meet them. As a result, meals are extremely carefully prepared to meet every child's needs. Snack and mealtimes are excellently planned and organised. As a result, children's self-care skills are extremely impressive. Children over two years are well supported to pour their own drinks. Additionally, staff working with children under two years quickly notice children's attempt to scrape waste from their own plate afterwards and support them to do this. Healthy lifestyles are also expertly promoted in the provision of outdoor learning. The outdoor area is extensive and provides a wealth of opportunities to develop physical skills and coordination, as well as areas to explore and investigate freely. For example, children love creating potions and mixing natural materials in the mud kitchen and they show fascination with water play, which staff have enhanced using ice, glitter and small toy penguins to support their exploration through play. Children under two years use a safe, separate area, where they dig in sand, crawl in and out of play tunnels and manoeuvre wheeled toys. The levels of confidence children develop in exploring their environment, making relationships with others, and in developing self-care skills, means that they are extremely well prepared for the move to school when the time comes.

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

Leadership is inspirational. The organisational management team, along with leaders in the nursery, pursue excellence in all areas. Leaders use their extensive experience and levels of qualifications to underpin their drive to provide children with the highest quality care and education that gives them the very best preparation for school. Procedures and documentation are rigorously reviewed and maintained to ensure that all the requirements of the Early Years Foundation Stage are exceptionally well met. This is followed up by robust monitoring of staff practice. Recruitment processes are secure and suitability checks are routinely reviewed. Additionally, every member of staff undertakes a thorough induction. All staff have undertaken safeguarding training. They have secure knowledge about what to do should they ever experience concerns about the practice of a colleague. Furthermore, managers use multi-agency working and processes to the best effect in safeguarding children. The use of a local authority driven pre-assessment tool helps staff to assess the needs of children and families right at the start. This ensures that every child gets the support they need and that staff link with any other agencies who are already involved. As a result, children who need it the most are safely monitored and supported. An admirable understanding of the needs of individual families results in the delivery of a flexible provision that supports children and their families to the best effect. As a result, some children's attendance at nursery has increased.

Risk assessment is very well considered. Doors are secured both externally and internally,

and immediately after parents depart after each session, playgrounds are secured. Additionally, an impact-absorbent surface supports the outdoor play of the under-twos, which enables them to challenge their physical skills in safe ways. The nursery's procedures for gaining an accurate picture of its performance are comprehensive and excellent. An example of this is the way staff systematically check on how much progress children are making. This enables them to identify weaknesses in both provision and development early, and to make the necessary adaptations to the educational programme and to plans to support individual children's learning. Systems to check the quality of teaching and arrangements to manage the performance of staff are extremely thorough. For example, peer observations provide excellent opportunities for reflection and planning for improvement. Leaders are very well trained and they effectively model and share expert practice across the provision. Additionally, a qualified teacher employed by the organisation and an external early years consultant, visit the nursery and support staff. This leads to some of the excellent teaching seen. All staff also attend some targeted training each year. This is excellently supported through the training arm of the organisation and enables any staff's training needs to be addressed swiftly. The team's capacity to sustain quality and improve further is evident.

A wide range of highly inclusive communication strategies results in excellent relationships and therefore engagement with parents and carers. Extra-curricular activities, such as a firework evening, effectively engage families in fun and exciting ways. Parents are highly complimentary about the nursery and enthuse about the levels of trust they have developed with the friendly and approachable staff. They recognise and value the fantastic learning environment provided and how happy their children are to attend. They regularly comment on the impact that nursery has had on children's communication and language skills; including the songs children have routinely started to sing at home and teach their parents. Managers establish close communication with teachers in schools, which children move onto through taking part in locality-led 'ready for school' meetings. This ensures that children's move to school is planned for very effectively.

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	EY474448
Local authority	Manchester
Inspection number	1000426
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	47
Name of provider	Brighter Beginnings Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	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. 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

