

Brightstart Day Nursery

16-18 Church Street, Theale, Reading, Berkshire, RG7 5BZ



Inspection date

8 April 2015

Previous inspection date

18 February 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Teaching is good and staff use observations and assessments well to plan for children's next steps in learning. Consequently, children make good progress in relation to their starting points and acquire the skills they need for school.
- Children are active learners and choose how they want to play, which staff sensitively support. This encourages children's developing independence and confidence.
- All staff have a secure understanding of their roles and responsibilities to safeguard children, including what to do if they have concerns about a child's welfare.
- Partnerships with parents and other professionals are good and strong relationships with parents help staff to recognise and support children's individual needs. As a result, children are happy and have formed secure attachments with staff, which helps them to feel safe.
- Leadership is strong. Management is committed to driving forward improvements. The long-serving staff team work well together and value opportunities to attend training to further their knowledge. This means children have a good start to their education.

It is not yet outstanding because:

- There is scope to further analyse the organisation of resources in the baby garden and the pre-school room, to enhance opportunities to enrich children's rapid learning.
- The senior management team has not fully promoted peer observations of staff practice, as part of reviewing the educational programme and maximising the quality of teaching among the staff.

What the setting needs to do to improve further

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

- enhance the presentation and organisation of resources and learning opportunities during indoor play in the pre-school room and outdoor play for the baby/toddler area
- strengthen monitoring arrangements, for example, by using peer observations to greater effect to further enhance the quality of coaching, mentoring and support given to staff, to extend their continuous professional development.

Inspection activities

- The inspector observed activities in the four main base rooms and outside.
- The inspector carried out a joint observation with the senior management, and checked evidence of suitability and qualifications of staff working with children.
- The inspector sampled children's learning records, the planning documentation, and a selection of policies and children's records.
- The inspector held meetings with the manager and deputy managers, and spoke with staff at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

Inspector

Anneliese Fox-Jones

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff effectively observe and assess children's abilities and strengths. Therefore, they are able to offer children good learning experiences to meet their developmental needs. Children enjoy a range of toys and equipment, which supports their learning and development. For example, children in all rooms independently access a variety of books, which they enjoy sharing with staff. Older children have ample opportunities to be independent and creative, to recognise their names and practise early writing skills. Staff effectively support children's language and understanding. For example, in the toddler room, staff sit alongside children, using good questioning to encourage them to think for themselves. Young babies are happy and content. The atmosphere is relaxed and babies demonstrate their natural curiosity as they enjoy exploring the accessible play kitchen resources.

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

The nursery is welcoming and inviting. Children settle quickly and form strong bonds with their key person. They understand the routines of their day through visual timetables and clear communication from staff. Children move up through the nursery and on to school with confidence. This is because staff take effective steps to ensure children are well prepared for these changes. Overall, the nursery is effectively organised to promote children's self-exploration. However, the organisation of resources in the baby garden and the extremely busy pre-school room does not fully enhance opportunities to enrich children's rapid learning. Staff have a good understanding of how to keep children safe, and implement effective safety measures to minimise hazards. They support children to understand the importance of being healthy and making healthy choices. Daily opportunities for exercise are available in the outdoor areas, where children develop their physical skills during climbing, construction with various materials and balancing.

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

The manager and staff team are committed to continuous improvement and seek the views of parents and all staff as part of this process. Recommendations from the previous inspection have been addressed and staff consistently review their practice for the benefit of children. The senior team organises staff meetings and annual appraisals, and offers good opportunities for further training. This drives improvement and encourages staff's professional development. However, observations where staff have opportunities to watch each other teach are not fully embedded in practice, in order to share some of the good quality teaching that takes place within the nursery. Strong partnerships with parents, schools and other professionals ensure that children's needs are most effectively met.

Setting details

Unique reference number	511193
Local authority	West Berkshire (Newbury)
Inspection number	842383
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	108
Name of provider	Brightstart Day Nurseries Ltd
Date of previous inspection	18 February 2010
Telephone number	0118 9303000

Brightstart Day Nursery registered in 1994. It is located in Theale, near Reading, Berkshire. The nursery is open from 7.30am until 6pm, five days a week, for 51 weeks of the year. It is situated on two floors, with disabled access to the ground floor only. The nursery is in receipt of funding to provide nursery education for children aged two-, three- and four-years-old. The nursery employs 28 staff. Most staff hold an appropriate early years qualification, with 20 holding a qualification between Level 3 and degree level. There is a full-time cook.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.gov.uk/government/organisations/ofsted

© Crown copyright 2015

