

Brite Early Years

Brite Centre Library & Resource Centre, Braunstone Avenue, Leicester, LE3 1SE



Inspection date

7 July 2015

Previous inspection date

8 March 2012

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

- Staff have a good understanding of how to promote learning across all areas of development. They offer a range of resources and well-planned indoor and outdoor learning environments.
- Staff sensitively interact with children to help them express themselves. They support their diverse communication and language needs, which helps all children, including those who speak English as an additional language to prepare well for starting school.
- Staff build positive relationships with parents and carers, and with other professionals involved in children's care and education. Consequently, staff support children with special educational needs and/or disabilities particularly well.
- Children behave well and have good self-esteem, due to clear guidance, consistent praise and acknowledgement of their achievements from all staff.
- Staff provide a safe and secure environment where children can learn how to keep themselves safe through taking controlled risks. For example, staff enable children to explore different ways of using the climbing frame safely.
- Children are well protected through clear safeguarding procedures, which are fully understood and implemented by all staff.
- Staff regularly attend training, so that they can further improve their good knowledge. This results in improved learning experiences for children.

It is not yet outstanding because:

- Staff do not collect detailed information about children's development when they start at the setting.
- Children's care routines, such as nappy changing and toileting are routinely completed during adult-led activities. This interrupts the learning for some children.

What the setting needs to do to improve further

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

- develop ways to encourage all parents to contribute information about their child's developmental capabilities when they start at the setting and use this information to identify children's starting points and inform the planning from the outset
- review the timing of children's care routines to ensure that they are ready for learning during adult-led activities.

Inspection activities

- The inspector observed children's activities and routines, inside and outdoors.
- The inspector spoke with the leaders, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with one of the leaders in the setting.
- The inspector sampled documents, including children's assessments, the setting's policies and staff recruitment procedures.
- The inspector spoke with parents and took into account their views.

Inspector

Tracy Hopkins

Inspection findings

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

Staff use clear observation, assessment and planning procedures to identify children's stage of development and their next steps in learning. The effective monitoring systems enable staff to track children's progress and address any gaps in learning, helping all children to make good developmental progress. However, staff do not collect detailed information from parents about children's capabilities when they start at the setting. This means that it takes some time to identify children's starting points, in order to inform the planning of activities. Staff effectively use a visual daily routine so children learn what is happening throughout the day. Children learn about growth through planting seeds in the allotment area. Staff provide opportunities for children to explore textures, for example, they enjoy playing with soil and water outdoors. They are able to move freely from the indoor to the outdoor area. Children enjoy pretending to be racing cars as they whizz around on wheeled toys. Staff talk to them about being careful and that they need to wait when the traffic lights are red. As a result, they learn about safety. There is a good balance of adult-led and child-initiated activities. However, children are not always ready to learn during some adult-led activities because they are interrupted to go to the toilet or change their clothes as they are dirty.

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

A gradual settling-in period allows children to feel at ease in the setting and this supports them and their parents in forming strong relationships with key persons. Staff provide children with a friendly and welcoming atmosphere and, as a result, children are confident, secure and happy. They teach children to share, take turns and cooperate with each other as they play. Children demonstrate their learning as they play amicably together and swap resources. Children and staff sit together at snack times. Staff promote children's social skills as they encourage children to chat with each other. Children are encouraged to be independent, for example, spreading butter on their bread or pouring their own drinks. Snack times are unrushed, giving children time to chat and eat at their own pace.

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

The staff team are well qualified and demonstrate a good knowledge of how young children learn best. Leaders are driven and motivated to improve the overall quality of the setting. A thorough and precise action plan identifies the weaknesses of the setting and priorities to improve. Leaders effectively monitor the performance of staff. They provide supervision and use peer observations in order to identify any areas for staff development. Parents spoken to on the day are very pleased with the progress their child is making. They value the range of support offered by the staff to promote their child's development.

Setting details

Unique reference number	EY320856
Local authority	Leicester City
Inspection number	873235
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	24
Name of provider	Leicester City Council
Date of previous inspection	8 March 2012
Telephone number	0116 2292593

Brite Early Years was registered in 2006. The setting employs six members of childcare staff. All hold appropriate early years qualifications at level 3. The setting opens from Monday to Friday, term time only. Sessions are from 9am until 12pm and 12.45pm until 3.30pm. The setting provides funded early education for two- and three-year-old children. The setting currently supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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