

Brighter Beginnings Chadderton



Brighter Beginnings, Gordon Street, Oldham, Greater Manchester, OL9 9QW

Inspection date

6 November 2015

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff have developed secure and trusting partnerships with parents, who speak positively of the nursery, feeling that they are fully involved in all aspects of their child's care and learning. This provides consistency for children.
- Staff place a strong emphasis on developing children's understanding of the world. Children enjoy regular outings, walking or visiting places within the local area. This helps them become familiar with the wider community and supports their good health and physical well-being.
- Staff benefit from regular and meaningful supervision meetings where they are coached and mentored. Opportunities for training are consistently explored and discussed. Staff are committed to continuous improvement, through sharing best practice, ideas and their professional knowledge.
- Staff provide good support for children as they move between rooms within the nursery. Children have regular visits to different rooms to get to know one another and also the staff. This helps children feel well supported if joining a new age group.

It is not yet outstanding because:

- Staff in the baby room do not always extend the range of activities to less mobile babies, to ensure they are engaged and interested in exploring, investigating and leading their own play.
- Children do not always receive the highest levels of consistency for their learning during the times when their key person is absent.

What the setting needs to do to improve further

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

- extend activities in the baby room to include all babies, ensuring they are engaged in learning and benefit from opportunities to lead their own play
- review the key-person arrangements, to make certain that children receive the highest level of consistency for their learning, including times when their key person is absent.

Inspection activities

- The inspector completed a joint observation with the manager and discussed their findings.
- The inspector held meetings with the owner, manager and quality manager. She looked at relevant documentation, such as the development plans and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.
- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector viewed children's learning records and sampled a range of documentation, including policies and procedures and qualifications of the staff.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

Management are passionate, committed and driven to embedding high standards of care and education for children. Self-evaluation is accurate and clearly displays the nursery's strengths and areas for further development. Parental views are valued and sought through questionnaires and discussions during the many events held at the nursery. This demonstrates a commitment to making sustained improvements. The arrangements for safeguarding are effective. Staff are deployed well throughout the nursery, including during lunchtimes, which ensures children's needs are met and they are kept safe from harm. Risk assessments are carried out regularly to identify and minimise potential hazards to children.

Quality of teaching, learning and assessment is good

The staff team is well qualified, knowledgeable and experienced. They show a secure understanding of how children learn and develop. Staff measure children's starting points accurately and use this information to support children's early progress. Staff plan activities which precisely meet children's individual learning needs. This helps children to make good progress and demonstrates they are developing the necessary skills for future learning. However, during times when key persons are not present, children are not consistently supported in their learning. This is because staff, who know the children less well, share the responsibility of supporting children which does not provide consistency. Children enjoy listening to stories read by staff. Stories are brought to life with props, exciting tones of voice and include children in actions and joining in with repeated words. Babies enjoy exploring their environment and engage in sensory play. However, staff do not ensure that less mobile babies have a suitable range of activities close to them to explore, investigate and lead their own play.

Personal development, behaviour and welfare are good

The nursery is warm, welcoming and interesting. Children convey that they feel safe and secure, and are well settled. Staff help children learn about routines and their expectations of behaviour. They learn how to be considerate and respect others, resulting in good behaviour. Babies benefit from the secure emotional attachments they have developed with staff. They gently and lovingly soothe babies to sleep, as staff know them well and recognise the signs for tiredness. They supervise babies closely while they sleep, keeping them safe from harm. All children enjoy group time with their key person helping them to build relationships with their special person. They confidently talk to other children about their own experiences, helping children to demonstrate a sense of individuality.

Outcomes for children are good

All children make good progress and are achieving the typical levels of development for their age. The manager closely monitors children's progress through the use of tracking systems which recognises how different groups of children are progressing. This enables the manager to quickly identify any emerging gaps in learning and provide swift intervention.

Setting details

Unique reference number	EY481430
Local authority	Oldham
Inspection number	1031249
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	51
Name of provider	Brighter Beginnings Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	07976 069820

Brighter Beginnings, Chadderton was registered in 2014. It is situated in Oldham, Manchester. The nursery employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm.

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