

Bright Beginners Nursery

120 Wicker, Sheffield, South Yorkshire, S3 8JD



Inspection date

14 December 2015

Previous inspection date

19 April 2012

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

- Partnerships with parents and outside professionals are good. Staff ensure that parents are fully informed about all aspects of children's care and learning. They share relevant information with local schools and agencies.
- Children are confident to engage in activities and learn through play. The staff have good relationships with the children. Children have a high level of well-being and sense of belonging.
- Staff closely observe children's learning and regularly assess and monitor their progress. They identify any gaps in children's learning and arrange additional support to help close the gaps. All children make good progress from their starting points.
- A well-established key-person system helps promote children's welfare and emotional development well. Therefore, children form very secure attachments. They are extremely well prepared and supported as they move within the nursery and when they go to school.
- Teaching is strong. Staff understand how children learn and develop. They provide varied and stimulating activities which engage children well. This has a positive impact on the progress children make.
- Staff create high-quality, well cared for, indoor and outdoor play areas that are secure, safe and stimulating.

It is not yet outstanding because:

- Staff, on occasion, do not always extend children's learning effectively or give them extra time to share their experiences.
- Staff do not always fully consider how best to support children with different capabilities during some group activities.

What the setting needs to do to improve further

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

- extend the opportunities for children to share their own knowledge and ideas and allow them more time to respond to questions
- improve the organisation of some group activities so that children of different ages and abilities can become more fully and effectively involved.

Inspection activities

- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day of inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, such as, the nursery's improvement plan, policies and procedures and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation with the manager. She discussed children's learning and development, sampled their records and looked at the planning documentation.
- The inspector had a tour of the premises both indoors and outdoors with the manager.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff understand signs of abuse, neglect and other potential risks to children. They work conscientiously with other professionals to minimise the risks to vulnerable children and to give appropriate support to families. The knowledgeable manager has a clear focus for the future. She effectively monitors the nursery and makes changes to drive and sustain improvement. She leads and encourages the staff team sensitively, which helps to maintain the nursery's good quality. The team are well qualified and suitably experienced. This enables them to positively promote children's learning. Supervision arrangements are effective in helping practitioners to identify their strengths and weaknesses. Supervision sessions are used to decide on future professional development. Practitioners are committed to training to improve their teaching skills. The managers monitor staff assessments of children's development. Therefore, they address any gaps in learning and development effectively so outcomes for all children are good. Staff have built positive relationships with the parents. Parents state that staff are professional, friendly and keep them fully informed about their children's progress and daily routines.

Quality of teaching, learning and assessment is good

Staff provide effective support for those children who are learning English as an additional language. They introduce different strategies and new words to help them communicate. Resources are easily available to children. Consequently, they are able to make independent choices in their play. Staff engage well with children as they play. Children enjoy using paint, drawing materials, dough, sand, water and a wide range of materials to enhance their imaginative skills. Babies benefit from having plenty of space to develop their physical skills and mobility. They enjoy exploring their environment, especially in the sensory room with the bubble tube and different coloured lights. Younger children have fun playing in the sand, making noises as they pat the bucket with the spade. Children's early literacy skills are promoted through stories and singing times.

Personal development, behaviour and welfare are good

Robust attention is given to promoting children's good health. They are provided with healthy snacks and well-balanced meals. Children of all ages benefit from frequent opportunities to play outdoors. They explore the natural environment and extend their physical skills. This contributes significantly to their physical development and well-being. Regular trips into the local community help children to understand about the world around them. Staff offer praise regularly so that children gain confidence and good self-esteem. Children gain independence during snack time and when putting on their coats before they play outdoors.

Outcomes for children are good

All children, including those for whom the nursery receives additional funding, make good progress given their starting points. They are confident, active learners who are inquisitive and motivated to learn. Therefore, all children are ready for their eventual move to school.

Setting details

Unique reference number	EY432460
Local authority	Sheffield
Inspection number	853304
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	59
Number of children on roll	107
Name of provider	Sarah Godwin, Margaret Kissoondyal, Tara Kissoondyal Partnership
Date of previous inspection	19 April 2012
Telephone number	0114 2721771

Bright Beginners Nursery was re-registered in 2011. It is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year. There are 17 members of staff, of these three have Early Years Practitioner status, one has a level 4 qualification and 13 have a level 3 qualification. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports a number of children who speak English as an additional language.

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