

# Bright Beginnings Nursery (York) Ltd

47 Rawcliffe Drive, York, North Yorkshire, YO30 6PD



## Inspection date

22 February 2016

Previous inspection date

9 September 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	<b>Previous inspection:</b>	<b>Inadequate</b>	<b>4</b>
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

- Children are keen to explore, and move around the indoor and outdoor areas well. Staff offer many interesting and stimulating opportunities for children of all ages. Staff make the most of opportunities to extend children's learning through play, discussions and group activities. Children are confident, happy and secure.
- Partnerships with parents are good. Parents are kept informed about their children's progress. Staff provide them with the support and strategies they need to contribute to their child's learning and development when children first start and thereafter.
- Children are supported well by staff and they demonstrate secure relationships. Staff provide a flexible settling-in period that is tailored to meet the individual needs of each child and their family. The effective key-person system helps children settle and feel safe.
- Staff are qualified and the quality of their teaching is consistently strong. They regularly access training and gain even higher qualifications. This has a positive impact on all staff as they share knowledge and strengthen their practice, to prepare children for their next stage in learning.
- Leadership and management are good. The supervision of staff ensures the quality of observation, assessment and teaching is consistently shaped and managed.

### It is not yet outstanding because:

- Some activities do not challenge the more-able children in the younger room.
- Occasionally, older children with a quiet disposition do not have enough time to think and respond to the questions staff pose to express their ideas.

## What the setting needs to do to improve further

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

- enhance teaching to enable more-able children in the younger room to practise and build on their problem-solving skills
- give older children who are more reserved, or have a quiet disposition, even more time to respond and answer questions so they can contribute and use language more effectively to express their ideas.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning. She also carried out two joint observations with the manager.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the management team, staff and parents.
- The inspector had a tour of the areas used by children. She held meetings with the management team at appropriate times during the inspection.
- The inspector looked at evidence of the suitability, qualifications and training certificates of staff. She also looked at the nursery's development action plan and a selection of policy documents, including the safeguarding policy and procedures, and risk assessments.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### Inspector

Caroline Stott

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The staff team is clear about their responsibilities to keep children safe from harm. Robust recruitment processes ensure staff are of high quality and suitably checked. This provides stability and security for children. Staff follow a comprehensive set of policies and procedures which underpin their good practice. The manager monitors the educational programmes, children's progress and staff practice closely. This ensures any gaps in children's learning and staff practice are identified and acted on. The management team reviews the nursery and gathers feedback from parents. They implement concerted strategies and are keen to drive future improvements. The actions and recommendations following the last inspection have been successfully addressed and have improved the well-being and outcomes for children.

### Quality of teaching, learning and assessment is good

The quality of teaching is good as staff promote children's learning and development through a wide range of exciting and motivating activities. They support children's mathematical and literacy development well. Staff count with children and encourage early writing skills in many situations. Children demonstrate enjoyment and interest in their learning. Staff regularly observe and assess children, and plan for children's next steps in learning. Children make good progress as they are engaged and motivated in their play and learning. Staff form successful relationships with other settings that children also attend. They share developmental information to provide consistency for children's care and learning. Partnerships with the local schools are established. Children's moves into school are supported with visits to and from the schools as part of the yearly cycle. Overall, children who speak English as an additional language and children who have communication difficulties are supported well. Staff use gestures and lots of communication strategies to support their ongoing progress in English, and to help children's language development.

### Personal development, behaviour and welfare are good

Children's behaviour is good as staff are good role models. Staff deploy themselves well and provide clear guidance for children about what is acceptable behaviour. Staff create a welcoming, homely and warm environment for children. Children play cooperatively and take turns, developing good friendships. Toddlers understand the routine of the day and know what is going to happen next. This inspires their growing independence. Older children develop good balance and coordination skills. They safely negotiate space and confidently move in a range of ways, and handle tools and resources effectively. Children enjoy a wide range of fresh fruit at snack time and manage their own basic hygiene, relative to their age. Staff discuss the importance of hygiene, healthy eating and physical exercise. Children gain a good awareness of a healthy lifestyle.

### Outcomes for children are good

All children make good progress. They are active, motivated learners and develop the key skills needed for the next stage in their learning, such as school.

## Setting details

<b>Unique reference number</b>	321508
<b>Local authority</b>	York
<b>Inspection number</b>	1029018
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	33
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Bright Beginnings Nursery (York) Ltd
<b>Date of previous inspection</b>	9 September 2015
<b>Telephone number</b>	01904 613566

Bright Beginnings Nursery was registered in 1998. The nursery employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including two with Qualified Teacher Status. The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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