

Brightstart Day Nursery

Selby College, Abbots Road, SELBY, North Yorkshire, YO8 8AT



Inspection date

11 August 2016

Previous inspection date

30 October 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

- Teaching is good. Staff are suitably qualified and use their expert knowledge of child development to deliver high-quality learning experiences for children. The playrooms are very well organised and equipped with an array of stimulating resources. Children confidently follow their own interests and make decisions about their play.
- Children have secure bonds with the friendly and caring staff. Settling-in arrangements are flexible and moves between rooms are carefully facilitated to fully support children's emotional well-being.
- Staff promote children's communication and language skills well. They provide a commentary and introduce new vocabulary. Staff ask a wide range of questions and support children to develop thinking skills.
- Children are very independent. They are provided with lots of opportunities to acquire self-care skills and routinely help with age-appropriate tasks.
- Self-evaluation procedures fully consider the views of staff, parents and children. Thorough reviews are conducted of all elements of practice, in order to sustain continued improvement.

It is not yet outstanding because:

- Staff do not make the most of their strong partnerships with parents to find out what children already know and can do when they first start.
- Managers do not provide the best possible opportunities for staff to engage in professional development activities that raise the quality of their teaching to the highest levels.

What the setting needs to do to improve further

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

- improve systems and gather more detailed information from parents about what children can already do and know on entry to the setting
- provide more opportunities for staff to engage in professional development activities and focus more precisely on improving their teaching skills.

Inspection activities

- The inspector observed the quality of teaching in all three playrooms and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and discussed the setting's evaluation procedures and improvement plan.
- The inspector looked at evidence of the suitability of staff, children's assessment records and a sample of policies and procedures.
- The inspector spoke to a small selection of parents, staff and children during the inspection and took account of their views.

Inspector

Susie Prince

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The premises are secure and external doors are fitted with security systems. This ensures that unauthorised personnel cannot enter the building without staff's consent. Managers implement robust recruitment procedures and ensure that staff are thoroughly checked and vetted. Staff are trained well in child protection procedures and are alert to the possible signs of abuse and neglect. This helps to protect children from harm. The acting managers are enthusiastic and demonstrate a strong commitment to maintaining high standards. They ensure that staff complete essential training, conduct regular team meetings and generally supervise staff well. The setting has established strong links with other providers, schools and early years professionals. Relevant information is shared to promote a collaborative approach to children's care and learning.

Quality of teaching, learning and assessment is good

Staff use observation and assessment well to plan for children's future learning. They carefully monitor individual children's progress, and group tracking systems are used to evaluate the effectiveness of teaching. This helps to ensure that all areas of learning are effectively delivered and any gaps in children's learning are closed quickly. Parents are kept well informed of children's progress and regularly look at their child's learning journal. Staff plan and deliver a good range of activities that is well matched to children's needs. Babies excitedly explore a wide range of resources using their senses. They are supported by skilful staff who enthusiastically interact to extend their knowledge and skills. Children in the pre-school are divided into groups and are challenged to design and build constructions in teams. Staff facilitate the activity well and encourage children to share ideas, negotiate roles and be creative. They offer sensitive guidance to help children overcome challenges and solve simple problems independently.

Personal development, behaviour and welfare are good

Staff are consistent in their approach to behaviour management. They continually praise children for their efforts and help them to celebrate their personal achievements. Children are well behaved and are developing good social skills. They move freely between the indoor and outdoor environments and confidently choose resources to support their play. Children follow good hygiene procedures and are provided with nutritious meals and snacks. They have excellent opportunities to exercise outdoors and are physically active. This contributes towards supporting children's good health.

Outcomes for children are good

Children make good progress in their learning and development. They are prepared well for future learning and later moves to school. Children are extremely self-assured and have a positive approach to learning. Babies experiment with sound and respond to staff's warm interactions. Older children are strong communicators who articulately express their ideas. Children make marks on a large scale and handle a wide selection of tools with increased control. They are developing good physical skills and have opportunities to write for different purposes.

Setting details

Unique reference number	EY346144
Local authority	North Yorkshire
Inspection number	1059744
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 - 5
Total number of places	53
Number of children on roll	85
Name of registered person	For Under Fives Limited
Registered person unique reference number	RP907030
Date of previous inspection	30 October 2012
Telephone number	01757 706340

Brightstart Day Nursery was registered in 2006. The setting employs 14 members of childcare staff, all of whom hold appropriate early years qualifications at level 3 and above. The setting opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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