

Inspection date

10 January 2017

Previous inspection date

7 November 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

- Staff are excellent role models who demonstrate positive attitudes and behaviours. They use praise and encouragement well to encourage and motivate children. Children are happy, confident learners who feel valued as individuals.
- Parents are happy with the service provided for their children right from the start. They regularly meet with staff to establish what children know and can do. They then plan together how best to support children's good progress.
- Staff provide warmth and sensitivity in their interactions, particularly with the youngest children. They use their comprehensive knowledge of their individual needs and behaviours. This helps to ensure that children's emotional well-being is fully supported.
- Staff make the most of opportunities to identify risks and teach children how to stay safe. They make up fun phrases which remind children how to walk safely as they head towards the outdoor area.
- Additional funding, such as the early years pupil premium, is used well. Staff attend training and purchase additional resources to support children's personal, social and emotional development.

It is not yet outstanding because:

- Sometimes older children are not fully supported to develop early writing skills as well as possible.
- The provider does not always reflect on ways to raise high-quality practice and develop provision to an outstanding level.

What the setting needs to do to improve further

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

- provide even more support for older children that helps them to fully develop their early writing skills
- improve the monitoring of systems that identify and build on the high-quality practice already taking place and enhance the quality of provision to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, 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 area manager. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff working in the setting.
- The inspector spoke to children and parents during the inspection and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good level of knowledge and can describe potential signs and symptoms of abuse. Robust recruitment, induction and training procedures are embedded in policy and practice. This supports staff to know the action to take if they are worried about a child's welfare. These measures help to promote children's safety and well-being. The provider supports all staff in their roles. There are weekly opportunities for in-house training, support and coaching, particularly for new managers. Training undertaken, for example, in shared thinking, has helped improve outcomes for children. All staff take responsibility. They assess risks and follow safe practices. This helps to minimise possible hazards in the environment and keep children safe from harm.

Quality of teaching, learning and assessment is good

The well-qualified staff use a good range of effective teaching strategies. They talk to children, commentating as they play and learn. Staff encourage and carefully question children, giving them time to talk and explain their thinking. Staff listen carefully and ask children supplementary questions to find out more. This helps to effectively promote children's communication, language and thinking skills. Teaching is consistently strong throughout the setting. The youngest children are actively involved in their play. They repeat their actions, watching and anticipating where cars will roll and balls will land. Older children become engrossed and focus for sustained periods of time searching for bugs outdoors. Staff are animated and create excitement as children find slugs and worms. Children read posters in the outdoor area and indicate that they need a magnifying glass. Staff respond quickly and provide them with additional resources to further support their exploration.

Personal development, behaviour and welfare are good

Staff provide children with a good range of activities, indoors and outdoors. They are encouraged to take responsibility and do as much as they can for themselves. Staff fully promote children's developing awareness of healthy lifestyles. They provide children with a good range of healthy snacks and meals which they eagerly anticipate. Children are active learners and develop their physical skills in a range of ways. Children confidently climb up and down the slope on the large apparatus outdoors. They ride on wheeled toys and play hide and seek games with staff.

Outcomes for children are good

All groups of children are making good progress in preparation for the next stage in their learning. They are enthusiastic and independent learners. Children listen attentively during small group sessions which ignite their interest. They are developing increasing levels of concentration and cooperate with familiar routines and boundaries. Children are developing a love of books and have clear favourites which they choose themselves. They practise counting skills during everyday activities. They use pencils and rulers to draw lines and shapes, such as diamonds, and demonstrate good control when using tools to manipulate objects and materials.

Setting details

Unique reference number	EY444166
Local authority	Kingston upon Hull
Inspection number	1060078
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	38
Number of children on roll	35
Name of registered person	Bransholme Community Childcare Ltd
Registered person unique reference number	RP528676
Date of previous inspection	7 November 2012
Telephone number	01482 855250

Brightstart@Compass was registered in 2012. It is owned and managed by Bransholme Community Childcare Ltd. The setting employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and level 4. 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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