

# BrightStart @ Biggin

Biggin Hill Primary School, Biggin Avenue, Hull, HU7 4RL



## Inspection date

26 January 2018

Previous inspection date

3 March 2014

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

- The dedicated manager is passionate about the quality of care her well-qualified staff team provide for parents and children. She invites others to contribute their views regarding the overall quality of the pre-school. She uses this information well to identify and address emerging areas of development.
- Children work collaboratively with one another on chosen tasks. They engage well in play. Children build large structures in the outdoors area. They take turns to walk along the lines of wooden blocks. This helps children to develop good physical skills.
- Children are well settled. Staff visit children in their own home prior to starting the setting. They provide home learning bags containing storybooks and props. This helps parents to continue their children's learning at home. Staff regularly share information with parents regarding their child's progress.
- Children are independent. They manage small tasks appropriate to their age and stage of development. Children choose their own healthy snacks and tidy away their dishes. They manage their self-care needs well and learn to follow good hygiene practices.

### It is not yet outstanding because:

- Staff, occasionally, do not provide children with enough time to complete their learning before introducing the next part of the daily routine.
- The manager does not precisely monitor children's assessments and support new staff to very accurately identify what children need to learn next with greater accuracy.

## What the setting needs to do to improve further

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

- provide children with enough time to complete their learning before moving on to the next part of the session
- analyse children's assessments more thoroughly and provide even further support to new staff in helping to precisely identify what children need to learn next.

### Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke with the pre-school manager at convenient times. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Emma Allison

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff develop a thorough understanding of the safeguarding policies and procedures. She provides regular updates regarding changes to guidance during frequent staff meetings. The manager provides regular supervision sessions and has recently started to embed observations into practice. Staff share recent training experiences and inform others regarding their learning points. They have completed training regarding how to use objects as forms of communication. For example, staff show children a wooden spoon that represents sand play. This helps to promote children's communication skills. The manager and staff have established effective links with other early years providers. They work closely to establish an individualised programme of support for those children who have special educational needs and/or disabilities.

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

Staff complete regular observations of children's learning and plan activities based on their interests. Children experiment with different volumes of water and learn basic comparisons, including full and empty, during water play. Staff play alongside children and model play. For instance, they use natural objects, including large conkers and post these through large tubes during outdoor play. Children repeat this process and guess where the objects will land. They learn to use good thinking skills. Staff promote children's literacy skills. For example, they invite parents into the pre-school for stay-and-play sessions. Staff promote the importance of sharing stories and retelling favourite tales.

### Personal development, behaviour and welfare are good

Staff are good role models. They supervise children well and gently remind them of the rules of the pre-school. Children behave well. Staff provide children with opportunities to learn about different emotions. They provide children with different puppets with various facial expressions. Children look at their own reflections in the mirror and talk to staff about the similarities and differences, between themselves and others. This helps to promote children's emotional well-being.

### Outcomes for children are good

Children make good progress. They are confident and make regular choices in their play. Children use marker pens and dry wipe boards. They create their own drawings and excitedly show others what they have drawn. This helps to promote children's literacy skills. Children wear hard hats and use pretend tools in the construction area. They immerse themselves into the roles of others. Children learn about important people who help us and develop an understanding of the roles of the different emergency services. Children are prepared well for their future learning and school when the time comes.

## Setting details

<b>Unique reference number</b>	EY469225
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1102772
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Bransholme Community Childcare Ltd
<b>Registered person unique reference number</b>	RP528676
<b>Date of previous inspection</b>	3 March 2014
<b>Telephone number</b>	01964564321

BrightStart @ Biggin registered in 2013. The pre-school employs eight members of staff. Of these, four hold appropriate early years qualification at level 3. The pre-school opens Monday to Friday, term time only. Sessions are from 8.45am to 3.30pm, from Monday to Friday, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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