

Brightstart @ The Hut

Baxtergate, Hedon, Hull, East Yorkshire, HU12 8JN



Inspection date

29 November 2017

Previous inspection date

27 September 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not consider children's individual stages of development. Staff do not provide challenging experiences that engage and enthuse children, including those who have special educational needs and/or disabilities.
- Staff do not carefully observe and recognise children's achievements during their play. They do not skilfully question children and provide good-quality learning experiences that build on what children already know and can do.
- The acting manager does not use assessment information effectively. She does not identify appropriate targets for teaching to support individuals and groups of children who are not making expected progress. The educational programme and staff's teaching skills are not monitored effectively.
- Staff do not support all children to manage their feelings and behaviour.
- Staff do not have clear understanding of how they can support children's early mathematical development.

It has the following strengths

- Staff provide older children with daily opportunities to play outdoors.
- Staff care for the youngest children well. They are kind, caring and show concern. Parents are pleased with the close attention that these staff pay to information they provide when children start in the setting.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that staff carefully consider each child's age and stage of development, including those children who have special educational needs and/or disabilities, and improve challenges in their learning experiences	20/12/2017
■ develop staff's teaching skills so they observe and recognise children's achievements and shape learning experiences that build on what children already know and can do	20/12/2017
■ monitor the educational programme and use assessment information more effectively and identify appropriate targets for all children to address emerging gaps in their learning and development	20/12/2017
■ make sure that staff support all children to manage their feelings and behaviour	20/12/2017
■ improve staff's understanding of the many different ways they can support children's early skills in mathematics.	20/12/2017

Inspection activities

- The inspector spoke with children and staff throughout the inspection.
- The inspector observed the quality of teaching indoors and outdoors and the impact that this has on children's learning.
- The inspector held several meetings with the acting manager. She looked at relevant documentation and evidence of the suitability of staff working in the playgroup.
- The inspector and the acting manager carried out two joint observations.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jill Roberts

Inspection findings

Effectiveness of the leadership and management is inadequate

The leadership and management team has failed to drive improvement forward. The educational programme is not monitored effectively and this has a negative impact on children's learning. For example, staff know that children attend 'talk time' sessions at the local children's centre. However, they do not find out how they can use these to further support children's progress in the setting. Although managers have provided training and opportunities for staff to observe each other, this has not been effective in improving the quality of teaching. Staff have a good understanding of the signs and symptoms of abuse. Safeguarding is effective. Risk assessments are updated and reviewed in response to any changes or concerns. Staff can describe the process to follow if they are worried about a child's welfare. Child protection policies comply with current guidance and with the Local Safeguarding Children Board procedures.

Quality of teaching, learning and assessment is inadequate

The acting manager gathers assessment information for each child and groups of children, however she does not use this effectively. For example, children have gaps in their early number skills. The acting manager sets targets to support children's use of number lines and objects to support counting. However, children's gaps are related to the development of much earlier mathematics skills. This means that these crucial stages in development are missed. Staff do not demonstrate a good understanding of how best to support learning and development, including for children who have special educational needs and/or disabilities. Activities are poorly planned and not properly thought through. Children are made to wait while equipment that is not working is replaced. Activities do not challenge the most able children or consolidate key skills for children who are making slower progress. Staff carry out some observations of children's learning, however, this information is not used on an ongoing basis. For example, children spontaneously write in the cosy area. However, staff do not carefully question them to find out more about what they are doing or thinking. Furthermore, staff discourage them from writing in this area and children do not continue when staff suggest that they write at the table. These are examples of how staff fail to support children's learning, interests and enthusiasm throughout the day.

Personal development, behaviour and welfare are inadequate

Staff do not manage older children's behaviour consistently or appropriately. For example, children become bored and restless during adult-led activities. This is because activities are poorly planned and do not engage them in learning. Children learn how to share as staff encourage them to take turns through group games and activities. Staff use some opportunities to praise and reward children's behaviour. Children are developing some independence. They collect their own dishes and food at snack and mealtimes. They are encouraged to follow good hygiene practices and they enjoy opportunities to play outdoors in the fresh air.

Outcomes for children are inadequate

Children do not make enough progress. They do not learn how to manage their own feelings and behaviour. Consequently, they are not developing skills needed for future learning, including the move on to school.

Setting details

Unique reference number	EY488551
Local authority	East Riding of Yorkshire
Inspection number	1075033
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	58
Number of children on roll	27
Name of registered person	Brightstart Day Nurseries (Hull) Limited
Registered person unique reference number	RP534541
Date of previous inspection	27 September 2016
Telephone number	01482 891131

Brightstart @ The Hut registered in 2015. The setting employs 14 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 to level 6. The setting opens all year round from 7.15am until 6.15pm, Monday to Friday. The setting provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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