

# Bright Eyes Hulme Park Explorers

Bright Eyes, Royce Road, MANCHESTER, M15 5BP



## Inspection date

27 February 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 management team is experienced and passionate about their role in providing a high-quality service for children and families. They have a clear vision and constantly implement positive changes. Parents' views are gathered and used in the process.
- Children's emotional well-being is of the upmost importance to staff. Staff are positive, kind and caring and children have close relationships with them. For example, children who are returning to nursery from a break arrive happy and are delighted to see staff.
- The nursery places great emphasis on outdoor play. Children enjoy daily trips to the local park. This helps children to explore the natural environment, access fresh air, engages them in physical exercise and supports them to develop healthy lifestyles.
- Staff plan a range of exciting activities for children. They become deeply engrossed, supported well by skilled staff who help to challenge and extend their learning. Children make good progress in all areas of development.
- Staff support children who speak English as an additional language well. For example, they know and use key words in children's home languages alongside English. This helps children and staff to communicate effectively.

### It is not yet outstanding because:

- Staff do not consistently gather as much information as possible from parents about what children already know and can do when they first start.
- The monitoring systems used for individual staff's practice are not fully rigorous enough to help to raise the quality of teaching even further.

## What the setting needs to do to improve further

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

- gather more-detailed information from parents when children first start about what they already know and can do
- strengthen the systems for supervision and evaluation of staff practice to help to develop teaching skills to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities inside and outdoors and accompanied a group on an outing to the local park. She assessed the impact this has on children's learning.
- The inspector observed a planned activity with the manager and jointly evaluated the teaching.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held meetings with the provider and manager. She viewed a range of documents, including policies, procedures and children and staff records. She checked evidence of the suitability of all adults working on the premises.
- The inspector spoke to parents on the day of the inspection and took account of their views.

### Inspector

Savine Holgate

## Inspection findings

### Effectiveness of the leadership and management is good

Staff are deployed in accordance with their skills and qualifications. They access regular training opportunities as a team. This helps them to provide a consistent approach. For example, they have all been trained in promoting positive behaviour. They apply age-appropriate techniques and children's behaviour is good. Safeguarding is effective. Staff are knowledgeable about the potential indicators of abuse and local reporting procedures. Staff are vigilant and outings are well planned and risk assessed. For example, staff take a number of useful items with them and talk to children about ways to keep themselves safe, such as when crossing the roads. The management team has a good knowledge of each child's development and monitor's their progress. They work well with staff to ensure that any gaps in children's learning are closed in a timely manner.

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

Staff use their observations and assessments to identify what children need to learn next. Younger children become fascinated as they go for a walk in the snow. Staff share in children's excitement and talk to them about what they see and touch. This helps children to develop their balance and coordination as well as extend their language skills. Two-year-olds enjoy exploring a tray of soil. They practise their physical skills as they use a range of tools to dig, fill and pour. Staff support children's understanding of mathematics. They use opportunities to help children to compare size, engage in counting and model language, such as half and empty. Staff involve older children in an interactive story session. Children use props, such as bottles filled with materials, to create different sounds. Staff start to read and then hesitate. This encourages children to join in and recall the story from memory. Staff allow children to introduce their own ideas and change the story. This helps to develop their communication and language and helps their imaginative skills to flourish.

### Personal development, behaviour and welfare are good

Parents speak highly of staff and the support and guidance they offer. For example, staff work closely with parents during children's toilet training periods. Children's self-esteem is raised by staff in a number of effective ways. For example, staff display children's achievements and children are eager and proud to show their parents. Self-care and independence are encouraged with all children. Younger children feed themselves and older children get their coats and boots on for outdoor play. This helps children to become confident individuals and motivated to do things for themselves.

### Outcomes for children are good

Children are well prepared for their next stage in learning. They develop the skills required for school. For example, older children recognise their names during self-registration and start to form some letters in their names. Younger children develop good physical skills. They mount small steps and ramps inside the rooms, supervised well by staff to ensure that they are kept safe.

## Setting details

<b>Unique reference number</b>	EY495280
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1031004
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Manchester Bright Eyes Limited
<b>Registered person unique reference number</b>	RP910929
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0161 222 5770

Bright Eyes Hulme Park Explorers registered in 2015. The nursery operates Monday to Friday from 7.30am until 6pm, all year round. The nursery employs 12 members of childcare staff. Of these, the manager holds an early years degree, six members of staff hold a qualification at level 3, one at level 2 and four members of staff are unqualified. The nursery provides funded early education for two-, three- and four-year-old children.

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