

Inspection date

15 March 2018

Previous inspection date

28 October 2013

| 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

- Children are enthusiastic and independent learners. Staff measure children's progress accurately and build on their learning well. All children learn good skills which prepare them well for the next stages in their learning.
- Staff set clear boundaries for children. They remind them to walk indoors and support them to take turns, share and use kind hands. This helps children to behave well. Staff offer praise for children's efforts, helping to boost their self-confidence effectively.
- Staff arrange the environment well and motivate children's interests. This helps to ignite their curiosity and imaginative play. The key-person system is effective. All children develop close bonds with nurturing staff who know them well. This contributes towards their settling, high levels of self-esteem and strong emotional security.
- Staff exchange valuable information with parents about children's achievements and guide them effectively in supporting their children's learning at home.
- Experienced leaders have a clear and accurate view of the nursery strengths. They seek feedback from staff, parents and children to identify areas for further development.

It is not yet outstanding because:

- The systems in place for checking staff's performance and evaluating and monitoring their practice, do not focus enough on raising the quality of teaching and extending children's experiences even further.
- Minimise distractions during planned adult-led activities to help all children fully engage in their learning and make the best possible progress.

What the setting needs to do to improve further

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

- strengthen methods for checking staff's performance and evaluate the impact of practice more to raise the quality of teaching and children's experiences to a higher level
- strengthen ways to enhance planned adult-led activities so that all children benefit and are fully involved and concentrate more on the teaching and learning that is taking place.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. She spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation. She also discussed children's progress with the manager, staff and parents. The inspector carried out a joint observation with the manager and assessed children's learning.
- The inspector had a tour of the areas used. She held meetings with the management team at appropriate times during the inspection. The inspector also discussed the nursery's self-evaluation.
- The inspector looked at evidence of the suitability of staff, including qualifications and training certificates. She also looked at a selection of the nursery's policy documents, including the safeguarding policy and procedures and risk assessments.
- The inspector took account of the views of parents through discussion and their written feedback.

Inspector

Caroline Stott

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are very aware of the possible signs that may indicate a child is at risk of harm. Leaders ensure that all staff know what steps to take should they have a concern. The manager constantly maintains staff-to-child ratios and staff closely supervise children. For example, when using the outdoor area. This helps to promote children's welfare and keep them safe. The manager monitors the progress of individuals and groups of children well. This helps them to identify any gaps in children's development and close them quickly. Procedures for staff recruitment, induction and ongoing management induction for new leaders is good. Staff receive ongoing support through regular supervision meetings and the manager supports staff well to gain relevant qualifications. The manager and staff work closely with other early years professionals, local schools and the local community to share ideas. This helps to provide consistency for children's care needs and individual support and aids transitions, for example, to school.

Quality of teaching, learning and assessment is good

Children develop good relationships and play well together. They have fun and invite staff and visitors to join in with role play. Older children correctly use words, such as 'prescription' and 'the chemist'. This builds on their vocabulary successfully. Children enjoy mark making using chalkboards and are keen to demonstrate they can write their name on their work. This promotes their literacy skills. Children competently use technological equipment, they work through games, matching images and relish talking about their successes, as older children proudly help younger children. Staff reward children with stickers and high praise. This motivates children to be kind and show consideration to others.

Personal development, behaviour and welfare are good

Children show they feel secure with the caring staff, such as when they go to them for cuddles. Staff help children to understand that they need to say sorry if they hurt another child. This supports children's understanding of behavioural expectations. Children develop their physical skills well and benefit from regular sessions of outdoor play each day. They learn to use a range of wheeled toys and enjoy balancing on outdoor items, such as tyres. Staff reinforce positive hygiene routines. They teach children about healthy eating and offer advice for parents on the content of packed lunchboxes.

Outcomes for children are good

Children develop good skills that help them to be ready for the move on to school. They practise their good handling skills in various ways, explore their senses and make marks using different techniques. Children listen carefully and follow instructions well. For example, they correctly identify shapes and colours in a matching game and have good self-esteem. Children are confident communicators and interact very well with staff, children and visitors. They make good progress from their starting point, including those in receipt of funding and children who speak English as an additional language.

Setting details

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| Unique reference number | EY459967 |
| Local authority | Kingston upon Hull |
| Inspection number | 1066749 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 16 |
| Number of children on roll | 30 |
| Name of registered person | Bransholme Community Childcare Ltd |
| Registered person unique reference number | RP528676 |
| Date of previous inspection | 28 October 2013 |
| Telephone number | 01482807688 |

BrightStart@Endike registered in 2013. It is one of six nurseries privately owned and managed by Bransholme Community Childcare as a Social Enterprise provider. The nursery operates from a converted shop premises. It employs five members of childcare staff, all of whom hold appropriate early years qualifications at level 2 to level 5. The nursery opens Monday to Friday, term time only from 8am until 5pm. It provides funded early education for two-, three- and four-year-old children.

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