

Brighter Beginning Brighter Minds

442 Hollinwood Avenue, New Moston, Manchester, M40 0JH



Inspection date

19 June 2018

Previous inspection date

7 December 2012

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-----------------------------|--------------------|----------|
| | Previous inspection: | Outstanding | 1 |
| 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 and staff team have high aspirations for the nursery. The views of children, staff and parents are successfully included in development plans to continually strengthen practice and further enhance children's experiences.
- The nursery is safe and secure. Staff regularly assess the environment to identify and minimise any potential risks. They closely monitor and supervise children, including during busy periods, such as drop off and collection times.
- The strong partnerships with parents contribute to children's secure sense of belonging and good progress. Parents are regularly updated of their child's achievements during parents' evening and they are provided with good opportunities to contribute to their children's learning.
- Staff accurately assess children's learning and plan activities based on their interests and needs. The manager closely tracks the progress of individuals and groups of children. She uses additional funding effectively to help children to make good progress.

It is not yet outstanding because:

- The monitoring of new and less experienced staff practice is not yet fully effective to raise the quality of teaching to the highest level.
- Some staff do not recognise and take advantage of opportunities to extend children's learning to the fullest.

What the setting needs to do to improve further

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

- enhance the monitoring of new and less experienced staff, to build on their already good teaching and raise their practice to the highest level
- help staff to recognise and use opportunities to extend children's learning more fully.

Inspection activities

- The inspector observed activities indoors and outdoors, and assessed the impact these had on children's learning.
- The inspector spoke to the director, manager, deputy manager, staff and children at appropriate times during the inspection. She held discussions with the local authority advisor on the telephone.
- The inspector conducted two joint observations with the manager.
- The inspector viewed relevant documentation, including evidence of the suitability and qualifications of staff working in the nursery, policies and procedures and children's learning records.
- The inspector spoke to several parents during the inspection and took account of their views.

Inspector

Helen Gaze

Inspection findings

Effectiveness of the leadership and management is good

The nursery is led by a strong management team. Staff feel well supported and there is a positive atmosphere in the nursery. Supervision meetings give staff the opportunity to discuss their performance and training needs. Safeguarding is effective. The manager and staff know what action they must take in the event of an allegation being made about adults who work with children or if they have concerns about a child's welfare.

Documentation is well organised and readily available for inspection. For example, robust recruitment, vetting and ongoing suitability checks ensure that staff are suitable for their roles. Clear and detailed policies and procedures are shared with parents. They are kept well informed of any changes at the nursery. For example, parents know that their child should not attend if they have a contagious illness. Almost all staff are paediatric first-aid trained, enabling them to deal with accidents or emergencies effectively.

Quality of teaching, learning and assessment is good

The well-qualified team has a good understanding of how children learn. Overall, staff use a range of effective strategies to motivate children and extend their learning. Staff working with the youngest children use their knowledge gained from recent training well to promote babies' sensory development. Babies delight in their achievement as they use water to successfully fill and empty containers. Children engage in activities that help to develop their writing and physical skills. Pre-school children show confidence in writing their own name and younger children develop their creative skills through activities, such as painting and using flour, sand and play dough. Children's language development is supported well across the nursery. They listen intently to staff as they sing and enjoy experimenting with newly introduced words, such as 'pour' and 'bubble'.

Personal development, behaviour and welfare are good

Children develop close relationships with staff who know them well and are aware of their individual needs. Children's behaviour is good. Staff are calm and patient when teaching children how to be kind, polite and to share with their friends. Staff give children time to complete achievable tasks for themselves, such as serving their own food during mealtimes and washing their hands. Children develop good independence from a young age. Nutritious home-cooked meals and snacks contribute well to children's healthy lifestyles and their dietary needs are well met. Outdoors, children show increasing control and develop good physical skills. They learn to manage their own safety as they carefully climb on the playing equipment, explore the two-storey playhouse and take part in forest school activities. Staff are deployed well and ratios are maintained at all times, helping to keep children safe.

Outcomes for children are good

All children, including those in receipt of funding, make at least good progress. Children are motivated and active learners. They develop a keen interest in mathematics as they explore number during activities and in the environment. Children are well prepared for the next stage of their learning and for school when the time comes.

Setting details

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| Unique reference number | EY449659 |
| Local authority | Manchester |
| Inspection number | 1139212 |
| 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 - 5 |
| Total number of places | 69 |
| Number of children on roll | 68 |
| Name of registered person | Brighter Beginnings Day Nursery Limited |
| Registered person unique reference number | RP904240 |
| Date of previous inspection | 7 December 2012 |
| Telephone number | 0161 682 8057 |

Brighter Beginning Brighter Minds registered in 1991. The nursery employs 14 members of childcare staff. Of these, the manager and deputy manager hold a level 5 early years qualification, one member of staff holds a level 6 qualification, four hold qualifications at level 3 and two hold qualifications at level 2. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm.

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