

# Brighter Beginnings

Rusholme Childrens Centre, Great Western Street, MANCHESTER, M14 4HA



<b>Inspection date</b>	20 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 strong management team is led by the ambitious Nursery Director and the dedicated manager. They support an enthusiastic and well-qualified staff team effectively. Staff work well together to develop and maintain the good quality of care.
- Staff provide a stimulating environment. They provide a good range of challenging and exciting resources and activities indoors and outside.
- Teaching is consistently good. Children make good progress from their starting points. Staff quickly identify any gaps in children's learning and close these rapidly.
- Children who have special educational needs and/or disabilities are monitored closely and receive targeted support to help them progress.
- Children enjoy regular outings, such as to the library, museum and post office. These help them learn about the local community and their place within it.
- Staff develop strong relationships with parents. They work in partnership to support children's development and well-being. Parents enjoy being involved in children's learning through regular stay-and-play sessions, termly parents' evenings and regular short courses to support their children's healthy development.

### It is not yet outstanding because:

- At times, the staff in the baby room do not plan and manage the daily routines highly effectively to make the most of children's learning opportunities and sleep time.
- Staff do not always step in to support children's play at the best opportunity to effectively extend their learning even further.

## What the setting needs to do to improve further

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

- sharpen the planning of activities and routines in the baby room to take even more account of the needs of the youngest children
- support staff to make even more timely and effective intervention in children's play to raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the interactions between staff and children during activities indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the management team and spoke to staff and children.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector checked the evidence of suitability of the staff, confirmation of staff's training and qualifications, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.

### Inspector

Linda Shore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a strong understanding of how to recognise when a child's welfare is at risk. They are knowledgeable about wider safeguarding issues and know how to record and report on any concerns they have. The management team is reflective and has a clear vision for the future development of the setting. It uses regular supervision meetings and training through its own training centre to support staff to improve their practice. For instance, staff have participated in training about autism to better support children who have special educational needs and/or disabilities. The manager monitors the progress of all children, individually and in groups, and directs staff and resources effectively to close any gaps in children's learning. Staff are well qualified. Recruitment procedures are robust and ongoing suitability is regularly checked.

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

Staff organise the indoor and outdoor areas well to meet children's needs and interests. Children freely access a wide range of activities, choosing to play indoors or outdoors. Supervision of children is maintained very well. Staff deploy themselves effectively to ensure children are safe and engaged in stimulating play. Children concentrate and follow instructions well, for example, during daily baking activities. They make and explore foods from a wide variety of cultures, including those of the diverse nursery community. For instance, children fill and roll their own spring rolls enthusiastically. Babies are enthralled as they explore the texture of the blue gloop. Staff teach them new words, such as 'sloppy', 'blue' and 'squishy', to extend their vocabulary. Toddlers learn to count and recognise numerals as they draw numbers in the sand.

### Personal development, behaviour and welfare are good

Children are polite and behave very well. Staff use effective behaviour management strategies to promote positive behaviour. Any minor squabbles are quickly diffused by attentive staff. Visits from police and fire officers contribute to children learning about how to keep themselves safe. Children have many opportunities to develop their physical skills and play in the fresh air. Staff teach them about healthy eating. For example, they talk to them about what they are eating and why it is good for them. Children understand why good hygiene is important and wash their hands with little prompting. Staff are good role models; they are kind, caring and attentive. Children of all ages quickly develop a close bond with their key person and all staff in the room.

### Outcomes for children are good

Children are confident, motivated learners who develop the skills they need for future learning and their eventual move to school. They learn to share in small groups and help tidy up after their activities. They show respect for other people as they use their 'listening ears' and their 'walking feet'. Children learn to feed themselves from a very young age and help themselves to drinks when they feel thirsty. They learn to communicate confidently and develop broad a vocabulary. Children make good progress.

## Setting details

<b>Unique reference number</b>	EY538076
<b>Local authority</b>	Manchester
<b>Inspection number</b>	1139256
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	85
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Brighter Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP904240
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07976069818

Brighter Beginnings registered in 2016. The nursery employs 19 members of childcare staff. Of these, 16 hold an appropriate early years qualification at level 2 to level 6. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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