

# BrightStart @ Dorchester

Dorchester Primary School, Dorchester Road, Bransholme, HULL, HU7 6AH



## Inspection date

10 July 2018

Previous inspection date

28 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff help babies to develop their listening skills. They shake musical instruments and sing nursery rhymes to children. Children confidently copy and shake objects. They nod their head to the tune.
- Staff visit some children in their home prior to attending the nursery. This helps children to get to know staff and for staff to get to know children, promoting children's emotional well-being.
- Staff observe and monitor children's learning. The manager has a very good overview of the progress made by groups of children. This helps her to work with staff to promote children's good progress.
- Children have plenty of opportunities to develop their physical skills. Indoors, babies use large equipment to develop their balance and coordination. Outdoors, older children ride on toys and negotiate a safe pathway to follow.
- Self-evaluation is effective. Recent changes to toys and resources provide children with more opportunities to learn about technology.

### It is not yet outstanding because:

- Staff do not provide enough opportunities for the parents of babies and younger children to be involved in their children's learning at home.
- Staff's professional development is not sharply focused on raising the quality of their teaching to help children achieve at the highest levels.

## What the setting needs to do to improve further

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

- provide more opportunities for parents to be involved in their children's learning at home
- strengthen professional development opportunities to help raise the quality of teaching to the highest level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Hayley Ruane

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff know their responsibilities to keep children safe and supervise children well. They talk confidently about where they will report any concerns about children's safety or welfare. The manager supports staff through supervision and staff meetings. Staff work well with parents and other professionals to promote the development of children who have special educational needs (SEN) and/or disabilities. Staff provide one-to-one support to help children in their development. Partnerships with other settings and schools that children attend and move on to are good. Staff share information about children's learning and talk to teachers about their individual next steps in learning. This helps to provide consistency in the learning experiences children receive.

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

Staff identify what children need to learn next and plan activities and experiences that children enjoy. Younger children take a keen interest in books and pass them to staff to read to them. They develop good early literacy skills. Babies and young children show that they have a good relationship with staff. When they look through books together, staff ask children to name and make the noises of the animals they see. This helps children to develop their communication and language skills. Staff weave mathematical language into children's play. They ask them to count objects and to compare sizes, for example, of toy insects. Children develop their understanding of language associated with size, such as 'big' and 'small'.

### Personal development, behaviour and welfare are good

Children demonstrate good social skills. They confidently talk to each other and staff when they sit together at snack times and mealtimes. Staff encourage children to be independent. They ask them to wash their hands prior to eating and to select their snack. Children have their own toothbrush and are asked to clean their teeth after lunchtime, promoting good oral hygiene. Staff show children pictures of activities to help them to learn 'first' and 'next'. This is effective in helping children who have SEN and/or disabilities to follow routines. Children behave well. There are clear rules and boundaries in place to help children to know what is expected of them. Staff promote positive reinforcements, such as 'walking inside' and 'listening ears'. Staff give children tasks to complete, helping to give them a sense of responsibility.

### Outcomes for children are good

Children who have SEN and/or disabilities make good progress in their speaking skills. All children enjoy exploring and investigating the good range of toys and resources offered indoors and outdoors. Babies and young children play in sand. They use spades to scoop and feel the texture on their hands. Older children develop their understanding of using electronic equipment. They use their fingers to swipe across a screen on electronic devices and learn how to use a simple computer program. Children are well prepared for future learning.

## Setting details

<b>Unique reference number</b>	EY386768
<b>Local authority</b>	Kingston upon Hull
<b>Inspection number</b>	1104894
<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>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Bransholme Community Childcare Ltd
<b>Registered person unique reference number</b>	RP528676
<b>Date of previous inspection</b>	28 October 2014
<b>Telephone number</b>	01482 827008

Brightstart @ Dorchester registered in 2009. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two at level 6. The nursery opens from Monday to Friday, all year round, closing for one week between Christmas and New Year. 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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