

Bright Start Nursery

The Old Slipper Baths, 1 Barrack Yard, North Road, Brighton, East Sussex
BN1 1YA



Inspection date	6 December 2018
Previous inspection date	27 May 2016

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- Staff do not consistently manage children's unwanted behaviour. Some pre-school children do not learn to express their feelings appropriately and understand how their actions can affect others.
- Staff do not use their observations and assessments of children to track and monitor their progress well enough. They do not effectively identify gaps in individual or specific groups of children's learning and do not consistently plan for children's next steps to help ensure all children make good progress.
- Staff's quality of teaching is inconsistent. The manager does not provide effective supervision, support or guidance to staff to raise the quality of practice to a good level. He has identified some areas of weakness. However, he has not yet tackled weaker aspects of staff's assessment or teaching practice fully.
- Partnerships with parents are weak. Staff do not regularly update parents on their children's development and do not share developmental next steps to help parents support learning from home.
- Self-evaluation is not used effectively to identify and address all areas to improve.

It has the following strengths

- The caring staff build positive relationships with children who feel happy, settled and secure. Children actively include them in their play and enjoy their time at the nursery.
- There are positive partnerships in place with professionals and staff make good use of the knowledge and expertise of speech therapists. They work together well to further support children who have special educational needs.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
implement effective ways to manage children's behaviour to help children learn to express their feelings in a suitable manner and to understand how their actions can affect others	30/01/2019
improve the use of observations and assessments to monitor individual and groups of children's progress, identify any gaps in their learning and plan effectively for their next steps in learning	30/01/2019
put appropriate arrangements in place for the supervision of staff to provide support, coaching and training in their role to help them improve their practice	30/01/2019
improve partnerships with parents to give them up to date information about their child's development and next steps to support children's learning from home.	30/01/2019

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

- make effective use of self-evaluation to identify and address weaknesses in teaching, learning and assessment effectively.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation and checked evidence of staff suitability.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector
Ben Parsons

Inspection findings

Effectiveness of leadership and management is inadequate

There are significant weaknesses in the leadership and management of the nursery and self-evaluation is not effective. The manager has identified some underperformance among staff and is aware of some issues in practice. However, he has not ensured staff have the required supervision meetings and has failed to ensure that effective action has been taken to raise the quality of staff's observation, assessment and teaching. This has a negative impact on the progress of children in the nursery. The manager does not monitor children's progress to look for any differences in specific groups of children and help gaps to close. However, he has made some positive improvements and has introduced more opportunities for children to learn about cultures other than their own, such as through new resources and books. Safeguarding is effective. Staff can confidently identify the signs and symptoms of abuse. They know the procedures to refer any concern and follow thorough procedures.

Quality of teaching, learning and assessment is inadequate

Despite having appropriate qualifications, not all staff observe children's learning regularly and they do not assess their development effectively. Some staff do not accurately know what children know and can do and do not ensure that all children have next steps and appropriate learning experiences planned for them. Staff do not inform parents about their children's learning and communication is mainly focused on children's care needs. Parents do not always know what their children are learning at nursery or how they can help at home. However, staff support children's play well and children enjoy a suitable range of experiences. For example, pre-school children happily explore fresh vegetables and investigate what happens when they add them to weighing scales, using language, such as 'heavy' and 'light'. Babies enjoy exploring dough and staff show them how they can use rolling pins to squash the dough, helping them to learn new skills. However, pre-school staff often miss opportunities to extend children's learning and do not consistently ask children challenging and thought-provoking questions.

Personal development, behaviour and welfare are inadequate

Children's behaviour is poor at times, which disrupts other children's play and learning. Staff do not teach children why certain behaviour is unacceptable and how it can impact others. For example, on the day of inspection, a child pushed another child, in front of a member of staff. The child then moved on in their play and staff did not talk to them about what had happened to help them understand their actions, manage their feelings and consider the feelings of others. Children are active and enjoy regular physical play, such as when using soft-play resources indoors and exploring the stimulating outdoor area. Babies are secure and move confidently around their environment, climbing, crawling and walking with ease.

Outcomes for children are inadequate

Not all children make enough progress. Significant weaknesses in the quality of assessment, teaching and partnerships with parents mean that staff do not challenge all children appropriately to ensure they reach their full potential. Despite this, children communicate well, express themselves and develop some skills that prepare them for

school. Children have secure mathematical skills and confidently count and recognise shapes as they play. They show good creativity as they explore playdough and enjoy listening to stories. Babies learn new words well and show curiosity as they explore sand with their hands and tools.

Setting details

Unique reference number	130677
Local authority	Brighton and Hove
Inspection number	10061749
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	55
Number of children on roll	90
Name of registered person	Brighton & Hove City Council
Registered person unique reference number	RP526925
Date of previous inspection	27 May 2016
Telephone number	01273 291570 or 291579 or 293880

Bright Start Nursery registered in 1993 and is run by Brighton and Hove City Council. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. The nursery employs 17 staff, all of whom hold appropriate early years qualifications between level 2 and early years teacher status. The nursery receives funding to provide free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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