

Bright Stars Private Day Nursery

20 Blackwall, Halifax HX1 2BE



Inspection date	13 December 2018
Previous inspection date	6 October 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 manager has introduced stay-and-play sessions and regular parents' evenings to promote highly effective partnerships with families. Parents speak highly of the nursery and are very pleased with the progress their children make.
- The key-person system works well. Children are happy and have secure relationships with their key persons. Staff offer cuddles when children are upset. They support children's emotional needs and individual care routines effectively.
- Staff make accurate observations and assessments to plan precisely for children's next stages in learning. They use information obtained from parents about children's achievements and interests at home, to plan motivating and exciting learning experiences.
- Staff support children effectively who are learning English as an additional language and promote their sense of belonging well. For example, they use picture cards and bilingual print in the environment to promote children's communication skills.
- Staff use their good knowledge of how young children learn to plan and provide an exciting and creative learning environment. This supports children's confidence, independence and encourages a positive approach to learning.
- The deployment of staff during free play does not always maximise learning opportunities for children.
- Staff do not consistently deliver clear guidance and expectations when managing conflict between children. As a result, children do not always understand what is being asked of them.

What the setting needs to do to improve further

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

- deploy staff more effectively to maximise learning opportunities for children
- give clear guidance and expectations when managing conflicts between children so they clearly understand what is being asked of them.

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 held a meeting with the nursery manager. She looked at relevant documentation, including the nursery's self-evaluation documents and action plans.
- The inspector completed a joint observation with the manager.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector reviewed policies and discussed with the manager and staff, procedures relating to children's safety and welfare.

Inspector

Felicity Sutcliffe

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that all staff receive safeguarding training and checks their knowledge regularly with quizzes and spot checks. As a result, staff demonstrate a good understanding of child protection procedures and understand how to keep children safe. The manager has a clear plan and vision in place for the nursery. She consistently implements action plans and priority plans to support further improvements. The manager uses regular supervisions, team meetings and daily monitoring systems to promote high-quality practice. She monitors children's development and identifies any gaps in learning. Staff put measures in place to narrow the gaps and ensure children make good progress. For example, they use additional funding to purchase resources that help to promote children's social interaction and language skills.

Quality of teaching, learning and assessment is good

Staff are quick to respond to children's physical and emotional needs. They encourage babies, who are ready for walking, to use baby walkers as they move around the room. Staff give praise and encouragement sensitively. This helps them develop the confidence they need to take their first steps. Staff sing songs with children. They hide behind coloured scarfs and sing peekaboo. Children are excited and eager to join in. Activities such as these, promote children's speech and language skills and provoke their musical interest. Staff encourage children to be helpful and children enjoy the responsibility of carrying out small tasks. For example, at snack time, children hand out plates to their peers. Staff take the opportunity to challenge children's mathematical thinking. For example, they ask them to guess and make predictions about how many plates they need, extending their mathematical understanding.

Personal development, behaviour and welfare are good

Staff provide a very inclusive nursery environment. They highly value children's home culture and effectively support their bilingual skills. Children learn about communities and develop their understanding and respect for the differences between themselves and other people. They visit a local care home with staff and take regular trips out in the local community. This helps children to learn about the world around them. Staff encourage children to make healthy choices and provide nutritious, home-cooked meals.

Outcomes for children are good

All children, including those who learn English as an additional language, make good progress. Staff prepare children well for school. Older children are part of a child-led committee and make decisions about activities and experiences they would like to participate in. For example, they ask to see photographs of their new teachers and classrooms. Staff respond to this and implement new play experiences, such as providing school uniform dress-up areas and by creating display boards of children's new school environments. This helps develop children's understanding and manages their expectations for future learning. Children receive good support to interact with their peers through group games and group discussions. As a result, they are confident and are keen to play and explore with their friends.

Setting details

Unique reference number	EY232488
Local authority	Calderdale
Inspection number	10069171
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 - 5
Total number of places	92
Number of children on roll	52
Name of registered person	First Class Child Care Limited
Registered person unique reference number	RP520705
Date of previous inspection	6 October 2014
Telephone number	01422 354404

Bright Stars Private Day Nursery registered in 2007. The nursery employs seven members of childcare staff. Of these, two hold a BA Honours degree in Early Years, three hold a childcare qualification at level 3 and one at level 2. The nursery opens from Monday to Friday all year round, from 7.30am until 6pm. The setting provides funded early education for two- three- and four-year-old children.

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