

Bright Start Nursery

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



Inspection date	20 March 2019
Previous inspection date	6 December 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Managers and staff have only recently begun to closely monitor the progress of children over time. They do not yet consistently identify gaps in learning and any differences between the progress of groups of children as quickly as possible, to help target teaching and ensure all children make the best possible progress.
- Some parts of the daily routine, such as lunchtime and some group activities, are not effectively planned to meet all children's needs.
- At times, staff do not consistently share all necessary information with each other, to help ensure children's needs are attended to as effectively as possible.
- Younger children do not always have a safe, restful space to sleep, as their cots are positioned in areas where other children continue to play.

It has the following strengths

- Managers have taken prompt action to address the actions raised at the last inspection. They have made some positive changes to help improve the provision. In particular, managers and staff have made good use of training, support and advice to improve how they manage children's behaviour.
- Staff support children with special educational needs and/or disabilities well. They provide sensitive, well-planned care and work closely with other agencies and professionals where required.
- Staff have successfully improved how they work with parents. For instance, they now keep parents informed through weekly newsletters that include ideas for home and they provide them with more information about their child's development.

What the setting needs to do to improve further

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

- develop further the arrangements to closely monitor children's progress over time, so that any gaps in learning or teaching are promptly identified and addressed
- improve the planning and organisation of the daily routine, to help ensure children are motivated and engaged and do not spend long periods waiting
- improve arrangements for staff to share appropriate information about day-to-day incidents and events relating to children's well-being
- review the sleeping arrangements for younger children to ensure they have access to a relaxing and restful environment, particularly while other children are playing.

Inspection activities

- The inspector observed children taking part in activities with staff inside and outside and assessed the impact this had on children's learning.
- The inspector spoke to managers and staff about their practice, recent improvements and children's learning and development.
- The inspector completed a joint observation of a group activity with the manager.
- The inspector sampled paperwork, including accident and complaint records, improvement plans and records of some children's development.
- The inspector spoke to some parents and took account of their views.

Inspector

Rebecca Khabbazi

Inspection findings

Effectiveness of leadership and management requires improvement

Managers are committed to improving the quality of the provision further. They have introduced appropriate arrangements for assessing children's development. However, they do not yet make full use of this information to precisely monitor children's progress over time. Safeguarding is effective. Staff understand how to recognise and report any concerns about a child's welfare. Managers have implemented systems for supervising and supporting staff and made effective use of available training opportunities. They monitor the provision and seek feedback from parents to help them evaluate their practice. Managers take prompt action to review and improve staff practice following any complaints, accidents or incidents, but on occasion there are gaps in some aspects of the day-to-day communication between staff.

Quality of teaching, learning and assessment requires improvement

Staff have begun to consistently make regular observations of children and they use these appropriately to identify the next steps for their learning. They provide a varied range of activities that children mostly enjoy. However, some group activities are too large and children of different ages are not effectively engaged. On occasion, children are unoccupied and wait long periods for their lunch to be prepared while their friends are already eating. Nevertheless, staff support children well during planned activities. They encourage their communication and language skills. For instance, they sing songs with younger children and ask older children questions to stimulate conversations. Staff successfully inspire children to use their imaginations. For instance, older children had great fun pretending to sail across the sea in their boat.

Personal development, behaviour and welfare require improvement

Staff make daily risk assessments and supervise children carefully to help keep them safe. However, they have not fully considered the needs of younger children who wish to sleep while others play. Nevertheless, children are content and settled at the nursery. Staff act as good role models and intervene quickly to help them resolve any disputes with their friends. Children have interesting opportunities to learn about different cultures and lifestyles, such as learning songs in their friends' home languages. They are active and enjoy spending time in the stimulating outdoor play area. Staff encourage them to make healthy choices, such as at snack time, and teach them why they need to wash their hands before they eat.

Outcomes for children require improvement

Weaknesses in the monitoring of children's learning affect how well teaching is planned to help all children make the best possible progress. However, children gain a variety of skills that help prepare them for their future learning and for starting school. They grow in confidence and become more independent. For instance, they help themselves to resources and pour their own drinks at mealtimes. Young children practise their physical skills, such as climbing into the ball pit or having a turn on the slide. Older children begin to recognise and write the letters of their name. They count confidently and talk about the shape and size of different objects. Children enjoy books and older children recall familiar stories.

Setting details

Unique reference number	130677
Local authority	Brighton and Hove
Inspection number	10100546
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	55
Number of children on roll	71
Name of registered person	Brighton & Hove City Council
Registered person unique reference number	RP526925
Date of previous inspection	6 December 2018
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 22 staff. Of these, 21 staff hold relevant early years qualifications at level 2 and above, including three early years teachers. The nursery receives funding to provide free early education for children aged two, three and four years.

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