

Inspection of Brightstart@Ings

Ings Resource Centre, Off Savoy Road, Hull, East Yorkshire HU8 0TX

Inspection date: 25 October 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

All staff are dedicated to promoting the nursery ethos. They strive to provide a stimulating environment where children enjoy play that is inspired by their inquisitive natures. Children clearly enjoy their time spent at the nursery. They demonstrate that they feel safe and secure as they explore the inviting resources. Staff have high expectations of children's learning and behaviour. They join in with children's imaginative play and strive to extend their learning and enjoyment further. Staff encourage vocabulary-rich conversations with children as they enjoy role-play activities. Children make imaginary cups of tea in a home corner using a vintage copper kettle. They gather ingredients and a cookbook to make pretend bowls of rice pudding and soup. Children's endearing personalities are evident and their happiness is a priority for staff. All staff demonstrate genuine interest, compassion and affection towards children. They are positive role models and help children to manage their own emotions. Children's behaviour and attitudes are good. They are nurtured through warm and positive interactions with staff. The new manager has made recent improvements to the organisation of the staff team. Staff work as an united workforce as they settle into their new roles and responsibilities.

What does the early years setting do well and what does it need to do better?

- The well-qualified staff use children's curiosity and interests when planning what they intend children to learn across all areas of learning. Staff help extend children's growing vocabulary. They are animated as they read children's favourite story books and sing songs. Children learn to be confident communicators who are motivated to lead their own play and exploration.
- Staff exchange information with parents, who comment they are very happy with the service they receive. Staff work very closely with specialist agencies. They incorporate the expertise provided by these agencies to help fully support the needs of children with special education needs and/or disabilities (SEND).
- The key-person system works well and helps promote children's emotional well-being. Children benefit from freshly cooked, nutritious meals and snacks. Staff provide children with time and space to express themselves through imaginative play. Children pretend to be dinosaurs and run with delight through the fallen autumn leaves of the mature nursery garden. They push small wheelbarrows and use ride-on bikes. Staff address children's personal care needs swiftly and hygienically. They help children develop a sense of belonging and to feel valued and respected. Children hang their belongings on designated pegs and confidently voice their opinions to staff.
- Children listen and respond positively to requests and instructions. They become resilient individuals who revel in challenging physical play. For example, they enjoy time spent outside where they scramble over tyres and use balance

beams. Children are curious learners who love to explore and investigate. They learn to take turns and share resources. All children visibly enjoy their time spent at the setting and their affectionate and cheerful natures are clear to see.

- The manager understands that children start nursery with widely differing life experiences. She strives to provide well-designed opportunities that help equip them with the skills and knowledge needed for their future life successes.
- The manager ensures that the setting is a fully inclusive environment. All groups of children are well supported, including those who are in receipt of funded early education and those with SEND.
- Overall, staff demonstrate effective teaching techniques that support and extend children's learning across the prime and specific areas of learning. However, a small number of new or less-confident staff do not always demonstrate a comprehensive knowledge of how children learn. As a result of small weaknesses in their knowledge, their teaching is not yet consistently highly effective.
- The manager ensures that staff complete mandatory training. She has recently devised new strategies to improve the supervision, monitoring and support offered to them. However, she has not yet had sufficient time to firmly embed these positive steps into practice. This means that staff do not yet benefit from consistently highly effective, targeted and specific support.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand the process they must follow in the event that they have a safeguarding concern for a child. They have also completed training to help them identify when children may be being exposed to extreme views and beliefs. Staff follow effective procedures to ensure that any potential hazards are identified and minimised, which helps them keep children safe. Children are well supervised at all times. Staff help children learn how to keep themselves and others safe. They remind children not to climb on the low tables and that it is safer to run around outside.

What does the setting need to do to improve?

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

- enhance new or less-confident staff's knowledge and understanding of how children learn, to help raise the quality of education to a consistently high level
- continue to embed new systems to monitor, supervise and support staff, to help provide specific and targeted support for all staff.

Setting details

Unique reference number	EY550748
Local authority	Kingston Upon Hull City Council
Inspection number	10123440
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children	0 to 10
Total number of places	36
Number of children on roll	77
Name of registered person	Bransholme Community Childcare Ltd
Registered person unique reference number	RP528676
Telephone number	01482 821467
Date of previous inspection	Not applicable

Information about this early years setting

Brightstart@Ings registered in 2017. The nursery is one of nine provisions owned by a private provider based in various locations around Hull and the East Riding of Yorkshire. It employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at levels 2, 3 and 6. The nursery opens from Monday to Friday all year round, apart from one week during the Christmas period. Sessions are from 7am until 6pm. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector
Karen Tyas

Inspection activities

- The inspector checked evidence of all staff's suitability to work with children. She also checked a sample of policies and procedures in addition to evidence of staff qualifications.
- Staff talked to the inspector about their roles and responsibilities. They discussed children's skills, attributes, learning and progress.
- Parents held discussions with the inspector about their views and opinions of the nursery. The inspector also spoke to staff and the management team, and interacted with children at various times throughout the inspection. She considered all their views when evaluating what it is like to be a child attending the nursery.
- The inspector observed staff and children's interactions both indoors and outside. She also held a joint observation of staff's practice with the manager and evaluated the quality of teaching on children's learning and enjoyment.
- The manager conducted a learning walk with the inspector. The inspector assessed the impact of staff interactions, learning opportunities and recent changes introduced by management on children's learning.

We carried out this inspection 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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