

Inspection of Brighter Beginnings Fallowfield

Fallowfield Surestart Centre, Waverton Road, Manchester1 M14 7FB

Inspection date: 5 February 2020

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

All children flourish at this inviting and nurturing nursery. They receive consistently high-quality care and exciting, meaningful learning experiences. Children are extremely happy and thoroughly enjoy themselves. They behave impeccably. Staff have high expectations for children's emotional well-being. They are very kind and deeply committed to their role. Children form extremely strong bonds with staff. They confidently seek cuddles and show that they feel very safe.

Partnerships with parents are very strong. The highly qualified manager and her well-qualified staff team inspire a strong ethos and commitment to promoting the nursery motto, 'The true meaning of diversity'. They show an avid interest in children's home lives. Staff are highly skilled in using many home languages alongside English. This helps children and their families to feel extremely valued. Children learn about respecting each other and their differences. For instance, parents regularly come to spend time with their children during stay and play sessions. They attend fun days where they appreciate the opportunities to get to know other parents and families. These friendly gatherings also help children to gain a strong sense of belonging. Parents comment that the nursery is one big happy family that they are privileged to be a part of.

All children are highly motivated to join in a superb range of activities and experiences. Staff use their excellent teaching skills to ignite children's curiosity and inspire them to learn. They make highly effective use of books during the day. For example, staff use children's favourite stories very skilfully to extend and challenge their learning throughout activities, outings, and children's emerging interests. Children develop an exceptional fondness for books.

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

- The newly appointed manager provides exceptional levels of coaching, mentoring and role modelling for the dedicated staff. She places a very high priority on their emotional well-being and continued professional development. Staff comment that they feel extremely valued and well supported, and they are proud to be a part of 'the amazing nursery family'. The manager is highly successful at conveying her vision to the staff team. Together, they create a carefully constructed curriculum to ensure that all children benefit from the highest quality education and develop the skills they need for future success.
- Highly enthusiastic staff provide children with 'fascination traps' that entice them to explore, investigate and experience new things. For example, children observe in awe when dinosaurs hatch from eggs following a visit to the museum. Staff fully ignite children's interests in the natural world. For instance, children make their own pumpkin patch. They carve and fill pumpkins with seed

to feed the wild birds and become mesmerised when a squirrel comes to visit the nursery garden. Children eagerly welcome a rabbit, who is a recent addition to the nursery. They learn how to care and feed the new nursery pet. They delight in stroking its soft fur and watching it twitch its nose.

- Babies and toddlers use their entire bodies to explore their sensory world. For example, they make hand and footprints with paint on huge sheets of paper. Babies sit in large trays, wearing only their nappies, and delight in the feel of paint and the marks they make. They observe their reflections in shiny foil and listen to the popping sounds of bubble wrap as they jump and stamp on it. Toddlers investigate the properties of flour and coloured water, and discover the 'gloopy' and 'sticky' consistency when mixed. Babies and toddlers become deeply engaged and highly motivated to learn.
- Staff make superb use of children's current and emerging interests to develop all aspects of their learning. For example, older children decide to research where butterflies come from. They watch educational videos to help them to learn about the life cycles of the insect. Older children skilfully draw cocoons and butterflies and are very proud of their achievements. Staff extend their learning even further. For instance, they help older children to observe in real life how caterpillars go through different stages and emerge as beautiful butterflies. Older children are exceptionally motivated to learn.
- There is a strong focus at the nursery on protecting the environment. Children learn about the wider world and current environmental issues. For example, staff teach them what can be recycled at home and in public places. Children pass this important message on to their family members. For instance, they tell their grandparents they must put their used plastic bottles into recycling bins.
- Staff supervise younger children very closely as they sleep to ensure that they remain safe. They follow meticulous nappy changing routines, ensuring that children remain comfortable throughout the day. Staff create a tranquil and sociable atmosphere during mealtimes to help children to feel calm and relaxed. Older children interact and play in harmony with each other. For example, they pay each other compliments, such as, 'I really like the colours that you have used. Your birdhouse is beautiful'.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding lead at the nursery is highly skilled. She ensures that staff have the most up-to-date knowledge of child protection issues. The designated lead tests staff's understanding very regularly, and they can answer her 'on the spot' safeguarding questions with precision and accuracy. Staff show they have an excellent and securely embedded knowledge of the signs of abuse, in addition to wider safeguarding matters.

Setting details

Unique reference number	EY356017
Local authority	Manchester
Inspection number	10129184
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 to 4
Total number of places	74
Number of children on roll	85
Name of registered person	Brighter Beginnings Day Nursery Limited
Registered person unique reference number	RP904240
Telephone number	0161 248 7373
Date of previous inspection	12 May 2016

Information about this early years setting

Brighter Beginnings Fallowfield registered in 2007. The nursery employs 16 members of childcare staff. Of these, all staff hold appropriate early years qualifications at level 2 or above, including two at level 5. The nursery opens Monday to Friday from 7.30am until 6pm, all year round, except for a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The inspector took part in a learning walk with the nursery manager to discuss the early years curriculum and how the environment is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The nursery manager and the inspector completed two joint observations of an activity together.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Children and staff spoke with the inspector during the inspection.
- The inspector spoke with some parents during the inspection and considered their views.

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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