

# Inspection of Bright Starts Day Nursery Whitefield

8 Moss Lane, Manchester M45 8DY

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Inspection date: 22 October 2021

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<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and settled at this warm, friendly nursery. They adapt well to changes in routines, which are due to the COVID-19 pandemic. For example, children willingly part from their parents at the entrance. Staff are positive role models and develop secure relationships with children. They encourage children's good behaviour and praise their efforts. For example, staff award children with 'wow moments' and 'star of the day' certificates to celebrate their success.

Children have positive attitudes towards their learning. They develop their hand muscles by rolling dough into balls to create 'monsters' and by making prints on paper using apples and paint. They pour water into containers to make 'potions'. Outdoors, children giggle with delight as they play 'What's the time, Mr Wolf?' They develop their imagination when making 'strawberry mud pies' by pressing soil down into pots. Babies explore the texture of cornflour and glitter with their fingers. They build towers with wooden blocks and show delight when knocking them down. Staff encourage babies to climb steps and to go down the slide, and to pull themselves up on low-level furniture. They are curious about the inspector and enthusiastically babble to him.

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

- Detailed self-evaluation enables leaders to understand the nursery's strengths and areas for improvement. Leaders obtain the views of children, parents and staff to help with this. For example, they have adapted the layout of the rooms, providing even more space for children to maximise their learning and care.
- In the main, staff provide children with a broad curriculum that follows children's interests and builds on their prior knowledge. Children, including those with additional funding and children with special educational needs and/or disabilities, make good progress. However, staff do not always plan the curriculum with precision, to sequentially build the knowledge and skills that children need to acquire. For example, staff do not always pitch teaching at the correct level to consistently support and challenge children's learning.
- Overall, staff promote children's communication and language skills well. For example, they read stories to children and encourage them to take books home to share with their parents. Staff include children's home languages to help them to feel included in the nursery. They engage children in conversations, such as by talking about the colours of a rainbow in the sky. However, some interactions between staff and children are not fully effective in promoting children's communication, language and thinking skills. For example, on occasion, staff incorrectly model the pronunciation of letter sounds. In addition, some of the questions asked to children do not fully extend their thinking skills or vocabulary.
- Partnership working is strong. Leaders establish links with other settings, which

helps children to settle and supports them in their eventual move to school. Parents comment that staff are 'fun, kind and caring'. They value the communication and advice that they receive from staff, which assists them in continuing their children's learning at home.

- Children are confident and behave well. For example, they are eager to help staff with tasks such as stacking chairs and sweeping up. Staff use lunchtime as an opportunity to spend time with children and promote their independence. Children eat nutritious and healthy food. Older children serve their own food and learn table manners, such as waiting until everybody is ready before eating. They also learn to brush their own teeth.
- Staff comment that the team is 'like a big family' with 'good relationships'. They say that leaders support them well, in and out of work. Staff attend supervision sessions, training and meetings aimed at improving their practice. For example, recent training has a positive impact on how staff promote children's behaviour. Leaders prioritise staff's well-being. Initiatives, such as 'staff shout-outs' and 'employee of the month', help to recognise and celebrate their achievements.

## Safeguarding

The arrangements for safeguarding are effective.

The nursery premises are safe and secure. Robust recruitment arrangements ensure that staff are suitable to work with children. Leaders complete ongoing suitability checks on staff. They make sure that staff complete safeguarding training each year, and that this knowledge is up to date. Staff have a sound understanding of how to keep children protected from harm. They know the steps to take, should they have concerns about children's welfare or the conduct of a colleague. Staff have a broad understanding of safeguarding issues, such as county lines and child sexual exploitation.

## What does the setting need to do to improve?

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

- plan the curriculum with more precision, to sequentially build the knowledge and skills that children need to acquire
- support staff in strengthening their interactions with children, to fully promote children's developing communication, language and thinking skills.

## Setting details

<b>Unique reference number</b>	EY552408
<b>Local authority</b>	Bury
<b>Inspection number</b>	10174198
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	59
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Bright Starts Nursery (Bury) Ltd
<b>Registered person unique reference number</b>	RP532992
<b>Telephone number</b>	07718319355
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Starts Day Nursery Whitefield registered in 2017. The nursery employs 14 members of childcare staff. Of these, 13 hold early years qualifications at level 2 and above. Two members of staff are qualified at level 6. The nursery opens Monday to Friday, 7.30am to 6pm, all year round, except for bank holidays and the Christmas holiday. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

David Lobodzinski

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation.
- A joint observation was carried out by the inspector and the managers.
- The management team and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day, and evaluated the impact on children's learning.
- The inspector held discussions with the management team, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training of staff.
- The views of parents were considered by the inspector, through verbal discussions and written testimonials.

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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