

Inspection of Bright Starts Day Nursery

Lancastrian County Infant School, Orchard Gardens, Chichester, Sussex PO19 1DG

Inspection date:

7 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety is compromised. Staff knowledge of safeguarding is poor. The providers oversight of the nursery is not good enough. The nursery has been through a period of disruption with changes to staff. The provider does not ensure staff receive the training and support they require to fulfil their roles. As a result, there are several identified breaches to requirements which have a significant impact on children's care and learning. Children develop relationships with staff and behave well overall, when they are engaged in activities that interest them. However, some children's attendance is poor, which means they do not receive the adequate support they need. This places children at a disadvantage.

The curriculum is not well understood or known by the manager or staff. Consequently, staff lack an understanding of how to tailor teaching to what children need to learn next. Planned learning opportunities are not used to sequence children's individual learning needs. Children often wander away from activities as they lose interest or become inattentive. Children who need additional support with their communication and language lack targeted support from staff to address gaps in their speaking skills. Children in receipt of additional funding do not make good progress in their communication skills. Gaps in their development do not close quickly enough. Children struggle to make themselves understood and become frustrated that they cannot communicate their wants, needs and wishes. Two-year-progress checks are not completed or shared with parents. The manager fails to monitor this.

Children benefit from opportunities to develop their physical skills. For instance, children learn how to push themselves along on bicycles and tricycles as they navigate safely around their friends. Changes made to the outdoor provision supports children to develop their coordination skills and balance. Children enjoy active play, which helps to contribute to their understanding of the benefits of a healthy lifestyle.

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

- The provider recognises that the impact of the COVID-19 pandemic on maintaining stability in the staff team has negatively affected the nursery. Leaders are aware of some of the weaknesses in the setting, but have failed to address these. Newly employed staff are qualified, however, they are recently in post and their knowledge and skills are not yet embedded. The provider does not ensure that staff, including the person who takes the designated role for safeguarding, have a sufficient knowledge of wider safeguarding matters, in line with their local children's safeguarding partnership. This means that staff are not able to identify and report any concerns about children, including attendance

patterns that may give rise to concerns. This places children at risk of harm and significantly compromises their safety and well-being.

- The provider does not ensure that all staff, including the manager, receive the supervision they need to fulfil their roles. Induction for new staff is poor. They do not receive training to help them understand local safeguarding procedures. The support in place for the manager is not sufficient to help her understand and plan a curriculum that targets areas where children need more help to catch up. The manager's knowledge of the curriculum and what she wants children to learn is weak. Staff lack an understanding of how to plan a curriculum that builds on what children need to learn next. Effective supervision, coaching and support is not used to develop and monitor staff understanding and teaching practice, to help tailor learning to children's next steps in development. This is particularly evident in the lack of effective support offered for children's communication and language skills.
- Although staff get to know children and their families and develop good bonds with children, these relationships do not help them to promote the consistent attendance of some children, including those who are in receipt of additional funding. Staff share some information about children's time at the nursery, through conversations and an online platform. However, some staff do not complete the required progress check for some children aged two years, or share these checks with parents, to ensure children are on track with their progress.
- Staff lack understanding of how to tailor teaching to what children need to learn next. This hinders how they develop good communication skills. Staff recognise that some children lack the ability to speak clearly or to communicate their needs. However, staff do not put in place effective teaching or learning opportunities to address these gaps. For instance, some older children struggle to speak clearly, however, staff do not know how to help children to develop this area of their learning. Younger children often scream to make themselves heard. Staff respond by talking for children, instead of helping children to say what they want. Staff do not ensure that children are supported well enough in their learning, to help them make the progress they are capable of.
- Staff have high expectations for children's behaviour and physical development. Staff encourage children to learn how to do some things for themselves. For instance, older children learn how to put on and fasten coats as they go outside to play. Younger children practise balancing blocks as they build towers, gaining good hand-to-eye coordination skills. Staff talk to and remind children about how to take turns with toys and resources. Children listen to staff and respond appropriately, for instance, they recognise when their friends are upset and share toys, as staff praise them for being kind.
- Children do not develop good attitudes to learning. Although staff plan activities which aim to engage children, this is not consistently effective. For instance, during 'song time', children are not interested in joining in and wander around the room, distracting others. They become involved in boisterous play, as they become bored and disinterested in taking part in activities and opportunities for learning are lost.

Safeguarding

The arrangements for safeguarding are not effective.

Senior leaders do not ensure that staff have a secure understanding of safeguarding, in line with local procedures. The provider has failed to ensure that the manager, who takes the lead for safeguarding, has sufficient knowledge of how to identify and report concerns about children. As a result, she is not able to share her knowledge with her staff, including those who are newly employed, to enable them to know how to recognise and report concerns about children. This means that children's welfare cannot be assured. Staff do check the environment and take action to remove and minimise risks to children in the premises. Staff supervise children when they are indoors and outside, and when they are eating.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure the member of staff with lead responsibility for safeguarding has sufficient and accurate safeguarding knowledge to fulfil the requirements of the role, to keep children safe	07/01/2022
ensure all staff have a secure knowledge and understanding of the signs that might indicate children are at risk of harm, including from wider safeguarding matters, in line with the Local Safeguarding Children Partnership	07/01/2022
implement effective processes for induction and supervision, to ensure the manager and staff receive appropriate support and address any training needs.	07/01/2022

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	----------

support and enable all staff to understand how to develop and extend children's speaking skills and ensure there is a focus on supporting children's communication and language throughout the setting	01/02/2022
ensure that the curriculum is carefully planned and tailored to individual children's learning needs and implemented effectively to support their progress towards their next stages in their learning and development	01/02/2022
support staff to ensure the required progress check for children between the age of two and three years is carried out and shared with parents	01/02/2022
improve information sharing with parents to promote and support the consistent attendance for all children, including those in receipt of additional funding.	01/02/2022

Setting details

Unique reference number	EY563662
Local authority	West Sussex
Inspection number	10194286
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	26
Number of children on roll	30
Name of registered person	Bright Starts Day Nursery Ltd
Registered person unique reference number	RP907365
Telephone number	01243 544868
Date of previous inspection	Not applicable

Information about this early years setting

Bright Starts Day Nursery registered in 2018 and is in Chichester, West Sussex. The nursery is open Monday to Friday, from 7.30am to 6pm, for most of the year. There are seven staff who work at the nursery; of these, five hold early years qualifications at level 3 or above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tara Naylor

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021