

# Inspection of Bright Start Childcare at Solway House

5 Station Road, Forest Hall, NEWCASTLE UPON TYNE NE12 8AN

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Inspection date: 12 January 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### The provision requires improvement

Children show that they feel safe and secure. They listen and respond to instructions and use good manners. Children behave well and treat each other with respect. They form friendships with one another and work together to create play scenarios. For instance, older children pretend to scan bus tickets during role play games. They ask one another their preferred destination as they take a seat on their imaginary bus. Children benefit from regular outdoor play. Staff help them to get ready and to put on their own coats and shoes. However, some children are left waiting too long before going outside to play. This means that they become restless waiting for the next stage in the routine.

Children join in with large-group activities such as dance sessions. They follow staff's lead and move their bodies in various ways and in time with music. Children hold hands with one another as they jump in and out of their large group circle. They laugh as they 'freeze' and stand as still as possible. This helps to promote children's physical skills.

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

- Children, including young babies, are well settled. They show an interest in songs, stories and rhymes. Staff read familiar stories with children and encourage them to join in with repeated words and phrases. This helps to promote children's communication and language skills.
- There are some arrangements in place for the supervision and performance management of staff. However, these have not resulted in the quality of education being sustained at a consistently good level. This is due to some recent staffing changes across the team. Although children appear to be happy in their play, some children do not benefit from learning that builds on what they know and can already do.
- Children make marks in flour and sand. Staff play alongside children and talk about the marks they can see children making. They introduce different mathematical language and counting as they play. Furthermore, children use water and paintbrushes during outside play. They talk to staff about the marks they make as they 'paint' the wall and floors.
- Parents comment that they feel that their children are settled at nursery. They explain that staff know their children well and work collaboratively with them and, if necessary, other professionals to help meet children's needs. Parents are provided with information about how their child has been during the day. They are provided with regular updates and activity ideas to try at home. This helps to provide a continued approach to children's learning.
- Children use their imagination and work together to create dough. They add ingredients together until they create their desired consistency. Children recall

the types of ingredients they have used and name 'flour, oil and water'. They use their hand-to-eye coordination and use various cutters and rolling equipment to create different models. This helps to develop children's creative skills.

- Staff provide children with healthy choices during mealtimes. Older children are encouraged to serve themselves. They follow hygiene practices and learn the importance of making healthy choices.
- Children show confidence as they talk to visitors about what they are playing with. They show an interest in different types of animals, including the differences between animals that live on land and sea. Although staff join in with children's play and ask questions, they do not consistently provide a good level of challenge to help improve children's thinking skills.
- Babies show a close attachment to the staff who care for them. They smile as staff engage them in 'peek-a-boo' games and explore musical objects. Babies crawl over to staff and sit on their knee for comfort and reassurance.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand the signs and indicators that a child may be at risk of harm. This includes the signs and symptoms of abuse. Leaders and staff record and report concerns about children's well-being and work closely with other professionals. They understand the procedure to follow in the event of an allegation against staff, and the safe use of mobile phones and cameras at the setting. Leaders complete recruitment and induction procedures and review the ongoing suitability of staff. This helps to ensure those working with children are suitable to do so.

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

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

	Due date
improve and monitor the curriculum to help build on staff's understanding of what it is that children need to learn next.	11/02/2022

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

- review transition arrangements for children, particularly around routine times of the day such as outdoor play, to help reduce children's waiting times and provide more learning opportunities

- build on children's thinking skills through interactions that provide more challenge to children's learning.

## Setting details

<b>Unique reference number</b>	EY501082
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	10218640
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	75
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	North East Childcare Limited
<b>Registered person unique reference number</b>	RP911003
<b>Telephone number</b>	0191 337 1350
<b>Date of previous inspection</b>	27 April 2018

## Information about this early years setting

Bright Start Childcare at Solway House registered in 2016 is situated in Newcastle Upon Tyne. The nursery employs 20 members of childcare staff. Of these, four hold appropriate childcare qualifications at level 6, and 17 hold a childcare qualification at level 3 or above. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 6pm.

## Information about this inspection

### Inspector

Emma Allison

## 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 leaders and has taken that into account in their 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 spoke to children, to find out about their time at the setting.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.

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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