

Inspection of Bright Start Nurseries Ltd.

Hampden Square, Fairford Leys, Aylesbury, Buckinghamshire HP19 7HT

Inspection date: 4 March 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are safe and happy in this warm, welcoming nursery. They have secure attachments with the kind and caring staff. Children eagerly join in with the wide range of activities and enjoy their time at the setting. They show high levels of engagement in activities of their own choosing. For example, children use various construction vehicles as they play, and mix sand with water for diggers to move.

Children behave well and enjoy playing alongside their friends during role play. For example, they collaborate well as they use a microwave in the home corner. Babies develop their physical skills as they navigate wooden bridges and bang on musical instruments. Children experience a range of sensory activities. For example, older toddlers run their fingers through oats and manipulate play dough as they make 'Gruffalo crumble'. Children make good progress, preparing them well for the next stage of development or school.

Children are well behaved and polite. They know what is expected of them and carefully follow the rules and boundaries that are in place. Staff teach children about respect and tolerance towards each other. Older children enjoy taking on additional responsibilities, such as helping at lunchtime. Children wear a yellow sweatshirt to show that they are a helper and they talk with pride about their role.

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

- The leadership team and staff provide a curriculum that follows children's interests and the development of the skills they will need for future learning. Staff assess children's abilities and use the information to provide activities and opportunities to enhance children's learning. They find out what children already know and can do, and plan a varied curriculum. Staff add resources to enhance children's learning. For example, when a child bangs on a metal container, they swiftly encourage them to try hitting a wooden board to compare the sounds.
- Children with special educational needs and/or disabilities are supported effectively. The special educational needs coordinator works well with parents and professionals involved in the children's care to fully support them to achieve. Targeted group work has been introduced for children who have been impacted by the COVID-19 pandemic. This is helping to improve outcomes for these children.
- Partnerships with parents are good. Staff share what children are doing and learning on a daily basis and through regular assessment updates. Parents speak very highly of the setting. They praise the welcoming, friendly and dedicated staff. Parents say they are kept informed about their children's day. They can see the progress their children are making, especially in their confidence, independence and social skills.

- Literacy skills are well supported. For example, even very young children are fascinated as they cuddle up to staff to look at books and turn the pages. Older children predict what will happen next in their favourite, familiar stories. For example, they retell the story of the 'Three Little Pigs' confidently. Children's understanding of counting and number is promoted well. However, staff do not take advantage of opportunities to further extend children's learning in mathematics, specifically their understanding of concepts such as space, shape and measure. For example, the shapes and sizes of buildings.
- Healthy food is prepared daily on site and children eat with enjoyment. Staff model how to use cutlery and support children's social development. Children become increasingly independent as they learn to use cutlery and manage their own personal care. Children have opportunities to enjoy fresh air. They develop their large-muscle skills as they run and play outside. However, the outside area does not yet fully support opportunities to learn across different areas of the curriculum.
- Members of the leadership team work closely together to continually review and develop the setting. They are aware of the strengths and areas for development and a plan for improvement with clear timescales. Staff feel well supported and have a voice in supporting the setting to improve. They have regular training, which is effective in improving outcomes for children. For example, staff have recently accessed training in autism. As a result, appropriate strategies are now used with individual children to aid their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff have good knowledge of safeguarding and child protection. They are aware of the different types of abuse and what signs and symptoms might indicate a child is at risk of harm. Staff know the setting's policies and procedures well and what to do should they have any concerns about a child's safety or well-being. Risk assessments are completed regularly and help to keep children safe. Staff teach children about keeping safe and offer gentle reminders about potential hazards, such as the ground being slippery when it has been raining. This helps to prevent accidents and helps children to begin to manage their own risks.

What does the setting need to do to improve?

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

- enhance the outside area to increase the learning opportunities for children, particularly for those who prefer learning outdoors
- extend children's good mathematical skills, supporting staff to recognise and build on the opportunities that occur in children's everyday play and activity.

Setting details

Unique reference number	EY279118
Local authority	Buckinghamshire
Inspection number	10228349
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 at time of inspection	1 to 4
Total number of places	112
Number of children on roll	140
Name of registered person	Bright Start Nurseries Limited
Registered person unique reference number	RP523383
Telephone number	01296 381479
Date of previous inspection	14 February 2017

Information about this early years setting

Bright Start Nurseries Ltd registered in 2004 and is situated in Aylesbury, Buckinghamshire. The nursery is open from 7.30am to 6pm Monday to Friday, all year round. In addition, it provides out-of-school care for children attending local schools, from 3.15pm to 6pm during term time, and from 7.30am to 6pm during school holidays. The provider is in receipt of funding to provide free early years education to children aged two, three and four years. They employ 23 members of staff. Of these, six hold appropriate early years qualifications at levels 3, and three hold recognised qualifications at levels 4, 5 and 6.

Information about this inspection

Inspector
Kate Robertson

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 their evaluation of the provider.
- The inspector and the deputy manager completed a learning walk throughout the nursery. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had meetings with the leadership team. She looked at a sample of policies and procedures, staff qualifications and evidence of the suitability of staff.

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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