

Inspection of Bright Minds @ Mountfield

Mountfield Primary School, Kirkwood Drive, NEWCASTLE UPON TYNE NE3 3AT

Inspection date: 26 May 2022

Overall effectiveness	Inadequate
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has appropriate policies and procedures in place to support the safe and efficient running of the setting. However, the manager does not ensure that accident and safeguarding reporting procedures are followed in a timely manner. This includes sharing information with the lead person for safeguarding at the setting. This means that children's safety and well-being are compromised.

Children develop good levels of confidence. They benefit from a curriculum that helps to build children's independence and self-esteem. All children arrive for their session eager to start the day ahead. They join in with routine greeting sessions and learn to follow self-registration processes. Children behave well and are supported to understand how their feelings and behaviour have an impact on others. Children show that they form friendships with each other. They enthusiastically invite others to show them what they have found in the outdoor area, including spiders. Children use magnifying glasses and look under rocks and furniture for bugs and insects. Staff help continue children's learning and share stories with them. Children show close attachments to staff as they cuddle up close looking at picture books together. They learn new words, including names of different insects. This helps to promote children's communication and language skills.

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

- Although the staff work in partnership with health professionals in relation to children's development needs, the manager does not ensure that accident and safeguarding policies are followed correctly. This includes reporting concerns in relation to children's well-being. This means that children are exposed to a risk of harm.
- Children have regular access to outdoor play. They climb up slides and shout for others to watch as they race back down. Children ride around on bikes. They balance and climb over wooden beams and jump across tyres. This helps to promote children's physical development.
- Children manage their self-care skills well. They understand the routine of the setting, including following good hygiene practices. Children learn to serve themselves during mealtimes, including managing to pour milk and water from jugs. Staff promote the importance of following a healthy lifestyle. This includes children growing their own plants and vegetables in the outside area.
- Children engage well in their play. They listen and respond to instructions. Children combine soil and water to create their own mixtures. They use toy mammals during water play games. Staff offer support and guidance and follow children's interest. However, they ask children too many questions in quick succession and do not provide children with enough time to think and process

their thoughts before responding.

- Parents are provided with information about their children's learning and development. They are offered ways to help to continue their children's learning at home. Parents compliment staff on how well their children settle into the setting and how they are ready for their move to school.
- Children join in with puzzle games and activities that help to promote their mathematical understanding. For example, children use weighing scales and count small toys. Staff use mathematical vocabulary, such as 'heavy', 'light', 'empty' and 'full'. Children count and recognise shapes and colours.
- Although there have been some recent staff changes, the manager completes regular supervision sessions for staff and works alongside them. Staff explain that they feel supported and their well-being is promoted. However, the manager does not ensure that training is specifically targeted to help raise teaching and children's learning to the highest level.
- Children join in with events and participate in activities that teach them about celebrations and festivals from around the world. Children talk about the Royal Family and reference to their own families at home. This helps to promote children's understanding of the wider world.
- Staff work well with the on-site school and help children to develop the skills needed for their transition into nursery and the Reception Year. They share information with teachers in relation to children's learning needs.
- Children are creative learners. They step on musical pads during outdoor play and create different sounds. They actively participate in action songs and rhymes.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has created safeguarding and accident reporting procedures, and staff receive training on safeguarding matters. Staff are able to show a suitable awareness of child protection issues and concerns, including the impact of domestic violence on children. However, policies and procedures are not followed in practice. Although the manager is aware of concerns about children's well-being, she does not ensure that this information is shared in a timely manner with the lead person for safeguarding. This means that children's safety is compromised. The provider is aware of her responsibility to report any concerns about staff's practice.

What does the setting need to do to improve?

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

	Due date
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improve safeguarding and accident reporting practice to ensure that any concerns are swiftly identified and reported to the relevant personnel in a timely manner.	23/06/2022
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To further improve the quality of the early years provision, the provider should:

- allow children time to think and process their thoughts in response to questions asked
- review staff training needs to help identify and target any weaknesses in practice.

Setting details

Unique reference number	EY411281
Local authority	Newcastle upon Tyne
Inspection number	10238774
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	2 to 4
Total number of places	25
Number of children on roll	26
Name of registered person	Bright Minds North East Ltd
Registered person unique reference number	RP534740
Telephone number	0191 213 4100
Date of previous inspection	15 May 2017

Information about this early years setting

Bright Minds @ Mountfield registered in 2010. The pre-school employs four members of childcare staff. All staff hold an appropriate early years qualification at level 3. The pre-school opens Monday to Friday, during term time only. Sessions are from 9am until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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 the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 on the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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