

# Inspection of Brighter Beginnings Charlestown

21 Colmore Drive, Charlestown, Manchester M9 7GB

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Inspection date: 30 May 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Outstanding
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children's laughter fills the air of this vibrant nursery. Staff greet children and their families at the door due to the COVID-19 pandemic. Children take these changes in their stride and excitedly sing nursery rhymes as they enter. Children are confident, resilient and self-assured individuals. They tell the inspector that they 'love to read stories' and that they are good at singing songs. In the main, children show positive attitudes towards their learning and behave well. However, some staff do not always provide children with clear messages about their behaviour. This means that some children do not always know what is expected of them.

Staff support children's large-muscle skills very well. Older children show excellent skills while they climb, jump and balance outdoors. Younger children giggle with delight while looking at snails, and babies enjoy exploring musical instruments. Children show a love of reading and share books with one another. They talk about characters and excitedly inform staff what happens next in stories. Children gain the necessary skills in readiness for their move to school.

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

- Leaders want the very best for the children in their care and aspire to be outstanding. Self-evaluation is accurate and includes the views of children and parents. Leaders' capacity to continually improve and drive forward change is strong.
- In the main, leaders provide a curriculum that builds on what children already know and can do. For example, older children show great fascination while looking at snails, which builds on their interest of living things. However, leaders do not always ensure that all staff are clear on what they intend them to teach children. This means that some activities are not always pitched at the right level for some children. For example, staff in the baby room count beyond 10 to babies and teach them the names of shapes. This is too advanced for these babies and does not match their current interests.
- Parental partnerships are a strength of the nursery. Parents commend staff on their loving and caring nature. They state that they could not have chosen a better place for their children. Parents receive regular updates about their children's care and learning. Links with external professionals and other childcare settings are excellent.
- Staff report that working at the nursery is like being a part of 'one big family'. They commend leaders on always being approachable. Staff workload is managed well, and their well-being is given high priority. Supervision sessions and appraisal meetings take place on a regular basis. Staff are given challenging targets and leaders monitor these with rigour.
- Overall, children show good communication and language skills. They talk about

their favourite toys and the activities that they enjoy. However, some staff do not always engage in meaningful conversations with children. This does not support children's speaking skills to the highest level.

- Generally, children show care and respect towards one another. They are keen to share their achievements, for example when they create construction models. However, some staff do not always provide children with clear messages about their behaviour. This means that some children do not always know what is expected of them.
- The support in place for children with special educational needs and/or disabilities and children who speak English as an additional language is good. Leaders leave no stone unturned in their pursuit to ensure that no child is at a disadvantage. They spend additional funding exceptionally well. For example, leaders take children on visits to places that they would not usually attend. These include the zoo and farm. Children relish these moments and talk about the names of different animals.
- Care practices are good. Staff teach children about the importance of healthy living. Children talk about the significance of brushing their teeth and eating healthy foods. They enjoy being outdoors and show high levels of physical endurance while running and playing football. Children discuss the effects that exercise has on their bodies and why it is important to drink water.

## **Safeguarding**

The arrangements for safeguarding are effective.

The premises are safe and secure. Ratios are met and staff supervise children with vigilance. Staff are first-aid trained and know how to deal with accidents and injuries. They attend safeguarding training and know the possible signs to be aware of if they believe a child is subject to radicalisation or female genital mutilation. Leaders know how to deal with allegations exceptionally well and follow the correct referral procedure. They teach children about keeping themselves safe and about e-safety. Leaders conduct robust checks to ensure that staff are suitable to work with children.

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

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

- help staff to better understand how to provide children with clear messages about their behaviour
- better support staff to fully understand what leaders intend them to teach children
- strengthen staff understanding of how they can support children's speaking skills to the highest level.

## Setting details

<b>Unique reference number</b>	EY382065
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10233283
<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 10
<b>Total number of places</b>	113
<b>Number of children on roll</b>	175
<b>Name of registered person</b>	Brighter Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP904240
<b>Telephone number</b>	0161 702 3972
<b>Date of previous inspection</b>	24 February 2017

## Information about this early years setting

Brighter Beginnings Charlestown registered in 2008. The nursery employs 28 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Luke Heaney

## 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 his evaluation.
- The manager and the inspector completed a learning walk.
- The inspector observed the interactions between staff and children throughout the day and evaluated the impact these had on children's learning.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the management team, staff, parents and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability and training 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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