

Inspection of BrightStart@Parks

The Parks Children Centre, Courtway Road, Hull HU6 9TA

Inspection date: 21 July 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at this warm and welcoming nursery. They form trusting relationships with the caring staff, who take time to know the children as individuals. This means that when children are unsettled, staff swiftly offer the support and reassurance they need. Activities are thoughtfully resourced to stimulate and engage the children through their interests. For example, children invent and act out stories with toys in an exciting 'Dinosaur Land'. They make marks using toy dinosaurs in paint and stomp around with glee as they sing dinosaur rhymes. Children are confident to express their own ideas, and staff listen with interest to support their plans. For example, they make ice lollies and find ways to take their dinosaurs for a walk.

Children behave well. They show that they understand the clear expectations during different routines and activities, such as sitting down at mealtimes, so that they do not choke. Staff give children gentle and consistent reminders to help them understand the rules of the nursery. They support children to learn to be friendly and well mannered, as they follow their lovely example.

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

- Dedicated leaders and the new manager have an accurate evaluation of the nursery. They have identified positive actions to help drive further improvements. Staff are well supported by regular discussions where children's progress and activity ideas are shared. Staff have good opportunities to access training, and their ongoing professional development and well-being are considered during supervision sessions. Positive improvements have been made to the organisation of the environment and activities. However, some staff miss opportunities to support more able children to deepen their ideas and maximise their learning even further.
- Children with special educational needs and/or disabilities (SEND) benefit from highly personalised support. For instance, staff created a special 'dream cave' for children to relax in. Staff work closely with families and other agencies to ensure there is a joined-up approach to children's learning. Consequently, all children make good progress in their development and learning.
- Staff position books carefully in all areas of the nursery, inside and outdoors. Children happily present books to staff, confident they will be read to. Staff ensure they read clearly and slowly so children can join in. They extend children's knowledge as they talk. For example, children listen to a story about a trip to the dentist. They then move on to brush the teeth in a giant mouth, to illustrate what they had just learned. This helps children develop a love of books.
- Staff focus on promoting children's emerging communication and language skills.

They routinely encourage children to join in conversations, and sing songs and rhymes while children play. Staff support children with speech delay by using clear words, some hand signs and visual clues. However, not all staff consistently do this, and training to boost their confidence and skills has yet to be secured. This limits children's communication and language development and their social skills.

- Children have good opportunities to learn about the benefits of a healthy lifestyle. Staff provide plenty of fresh water to drink and healthy snacks. Children take part in preparing a huge watermelon and learn that eating fruit is good for our bodies. They have regular access to the outdoors, where they enjoy running and jumping. Staff teach children well about personal hygiene, and encourage them to independently wash their hands and brush their teeth.
- Parents are very happy with the care provided for their children. They comment that 'the staff here really care about every child' and 'they work really hard to get them ready for going to school'. Parents are pleased to be allowed back into the nursery at pick-up times to discuss their child's learning. The nursery is a valued part of the community.
- Staff teach children how to assess and manage their own risks, such as taking care with string as they take plastic dinosaurs for a walk around the nursery. This helps children to keep themselves safe and promotes their independence and self-assurance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders constantly review and refine safeguarding policies and procedures as a result of regular refresher courses, such as safer recruitment and safeguarding threshold training. All staff know the possible indicators of child abuse and neglect. They know what to do should they have any concerns about a child's welfare. Staff have a good understanding about the wider aspects of safeguarding. For example, they know what signs to be aware of, if there is a risk in relation to radicalisation or extremism. They understand the nursery's whistle-blowing procedures. The manager and staff regularly review the premises so that children are safe and secure.

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 continue to build on their interactions with the most able children, to ensure they consistently extend and challenge children's learning
- ensure leaders support staff to improve their teaching to the highest level, so that all activities consistently support all children's communication and language development.

Setting details

Unique reference number	2571083
Local authority	Kingston Upon Hull City Council
Inspection number	10225989
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	24
Number of children on roll	38
Name of registered person	Aspiring Minds (Hull) Ltd
Registered person unique reference number	RP560319
Telephone number	01482 850271
Date of previous inspection	Not applicable

Information about this early years setting

BrightStart@Parks registered in 2019 and is situated on the site of The Parks Children's Centre in Hull. The nursery currently employs six childcare staff. The manager holds a relevant childcare qualification at level 6, one staff member has level 4 and four staff have level 3. The nursery operates from 8am until 5pm, Monday to Friday, during school term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Jan Harvey

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 and the inspector completed a learning walk together of all areas of the nursery, and discussed the early years curriculum.
- 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 manager and the inspector carried out a joint observation of a small group activity.
- The inspector had several discussions about leadership and management with a senior manager from the company, and reviewed evidence of the suitability of staff working in the nursery.
- The manager, who is also the special educational needs coordinator, spoke to the inspector about how they support children with SEND.
- The inspector spoke with staff, children and parents and took account of their views.

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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