

Inspection of Bright Futures

130a, Flixton Road, Manchester M41 5BG

Inspection date: 9 August 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children settle quickly and feel secure in this warm, friendly environment. They have strong emotional attachments to the caring staff, who cuddle and comfort them as and when needed. In response to the COVID-19 pandemic, children have been dropped off and collected from the welcoming staff at the door. However, parents have recently started coming back inside the nursery. Children respond well to this. They proudly show their parents their room and happily point out their friends as they wave goodbye. Children are kind and courteous towards each other. They share, take turns and use their manners. Staff have high expectations for children's behaviour. Consequently, children behave well.

Children in all age groups benefit from staff who know them well and plan a varied and interesting curriculum. For example, babies explore ice cubes with sea creatures inside. Toddlers investigate coloured rice with fresh flowers added to it. Older children knead and roll dough, adding their own choice of fresh herbs, stating they are 'making pizza'. Children show they are inquisitive learners. They explore their environments inside and outside, with enthusiasm. All children develop a positive attitude towards learning and are gaining the skills they need for the next stage of their education.

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

- The manager and staff are committed to providing the best possible care and education for all children. They place a strong emphasis on embedding children's prime areas of learning, to provide a firm foundation for their future learning. Staff plan a broad and exciting curriculum that supports children to make good progress from their starting points. This is implemented well.
- Children are captivated and engaged with the assortment of activities provided. Outside, children delight in water play. They use a variety of utensils and umbrellas to transport water from one bucket to another. Children work together, testing out their ideas and celebrating their achievements. They show excellent concentration and perseverance as they remain focused.
- Children and babies thoroughly enjoy story time as staff read with enthusiasm and sing songs with actions. Babies giggle as they show that they are familiar with the actions and eagerly repeat the movements to bring the song to life. Toddlers listen intently to 'The Gruffalo' story and add ingredients, such as 'a poisonous wart' and 'purple prickles' to make Gruffalo crumble.
- Children, including babies, demonstrate excellent language skills. For instance, they use words such as 'fluffy' and 'slimy' during their play. Staff model language well and generally engage children in good quality conversations. Although staff's interactions with children are good, occasionally, staff do not encourage quieter children to join in activities. This means that staff miss opportunities to

extend learning experiences for quieter and less-confident children.

- Children are developing a good understanding of people and families outside of their own. They are learning about other cultures and exploring different events and festivals through meaningful activities. Children learn about words, flags and food from different countries that their friends originate from. This helps children to understand and respect the differences between themselves and others.
- Overall, care practices are good. At mealtimes, children demonstrate good independence skills as they serve their own food and pour drinks. However, staff do not always teach children about the importance of following good hygiene practices. For example, children are not always taught to cover their mouths when coughing. When staff do remind children of this, they do not always teach them the importance of washing their hands.
- Staff respect children's voices and opinions. For example, children are encouraged to vote for which story they would like or song to sing next. The manager and key staff hold regular meetings with the 'children's council', so they can share their ideas for the setting. This helps to boost children's self-esteem and sense of self-worth.
- Parents speak highly of the nursery and staff and believe communication is excellent. Parents receive regular updates about their child's progress over time. They are invited to attend stay-and-play sessions to see how their children learn through play. Parents are guided by staff about how they can support learning at home. Therefore, children receive continuity of learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a strong knowledge and understanding of safeguarding. They are aware of the possible signs and symptoms of abuse and know how to correctly report concerns about the welfare of children. They are confident about how to report concerns about other members of staff, including leaders. Staff attend regular training to make sure that their safeguarding knowledge remains up to date. The manager follows effective recruitment and supervision procedures to ensure staff working with children are suitable to do so. Staff carry out regular checks of the indoor and outdoor environment to ensure that they are safe for children. All staff are trained in paediatric first aid.

What does the setting need to do to improve?

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

- focus more closely on supporting quieter and less-confident children to be fully engaged in their play and learning
- support staff to help children to learn about good hygiene practices and why these are important.

Setting details

Unique reference number	EY482581
Local authority	Trafford
Inspection number	10219892
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	69
Number of children on roll	102
Name of registered person	Precious Little Ones Ltd
Registered person unique reference number	RP534068
Telephone number	01617472200
Date of previous inspection	16 August 2016

Information about this early years setting

Bright Futures registered in 2014. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, from 7.30am to 6pm and is closed for bank holidays and for one week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachelle Pole

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 inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector discussed the curriculum and what they want children to learn, with each room leader.
- The quality of education being provided indoors and outdoors, was observed by the inspector who assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- Three parents were spoken to during the inspection and the inspector took account of their views.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The provider and manager were given regular updates throughout the inspection about the inspector's findings.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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