

# Inspection of BrightStart@Thorpes

Thorpes Community Centre, Homethorpe, Hull HU6 9ET

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Inspection date: 1 November 2022

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| <b>Overall effectiveness</b>                 | <b>Good</b>    |
| The quality of education                     | <b>Good</b>    |
| Behaviour and attitudes                      | <b>Good</b>    |
| Personal development                         | <b>Good</b>    |
| Leadership and management                    | <b>Good</b>    |
| Overall effectiveness at previous inspection | Not applicable |

## **What is it like to attend this early years setting?**

### **The provision is good**

The curriculum offers children challenge and stimulates their interests. Children are keen to get involved in the activities on offer. They show positive attitudes to their learning. For example, older children make models from various resources using tape, scissors and boxes. Staff get to know children from the start and build strong relationships and bonds with them. Children make good progress in their learning during their time at the nursery. They gain a range of skills that aid their eventual move on to school. For example, children learn independence skills, such as how to put on their shoes and coats for outdoor play. Staff work closely with other settings that children attend to contribute information regarding children's interests and accomplishments.

Staff work closely with parents to ensure that there is a continuity of care for children between the setting and home. They encourage parents to extend their children's learning at home. For example, parents and children borrow the nursery bear. Children share with their peers what they got up to with the bear outside of nursery. There are activities available for parents to take home each day, and parents are very complimentary about the service which they receive. They comment positively on the regular feedback that they get from staff about their child's day.

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

- Staff are kind and calm with children and offer them emotional comfort when they need it. They are sensitive to the needs of younger children and children with special educational needs and/or disabilities. Staff work closely with other professionals involved in children's development to ensure they make good progress.
- Children enjoy healthy, balanced meals and snacks. Staff follow good procedures to ensure that children with an intolerance or dietary requirement are catered for. Children benefit from daily exercise in the enclosed outdoor play area.
- Staff help children to learn appropriate behaviour. They regularly praise children for their efforts and achievements. Children learn from an early age to take turns. For example, when using watering cans in the garden, children pass them around so others can have a turn to water the grass.
- Generally, children make good progress in all areas of learning, including with their communication and language. Staff provide a narrative for children as they play. They introduce new vocabulary, such as 'scoop' and 'crunchy', as they pretend to make pumpkin soup. However, there are times when staff are not consistent when building on and extending children's language skills. For example, sometimes, staff do not ensure that all children can participate in activities, to optimise their learning.

- Staff provide well-planned-out, safe and stimulating environments for children. They create spaces and plan activities that reflect children's interests and encourage them to continually develop in all areas of learning. Older children spend time creating paintings and manipulating dough to make models. Babies have space to crawl around, and those children new to walking can cruise around furniture as they build their confidence to walk unaided.
- Staff plan the learning environment to motivate children to play, explore and make new discoveries. For example, children explore a fidget box which intrigues them and encourages them to independently problem-solve. However, sometimes, staff stop children's play to follow routines, which disrupts their learning.
- Leaders have a clear vision for ongoing improvements for the nursery. They discuss strengths and areas for improvement during staff meetings. Leaders regularly seek the views of staff, parents and children. Regular supervision, ample opportunities for discussions and frequent training help staff to feel valued and supported in their work. This helps to raise staff's morale and improves outcomes for children. Leaders follow robust recruitment and induction procedures. This helps to ensure that all staff are safe and suitably qualified.
- Children who speak English as an additional language are supported well. Staff find out about families' beliefs and plan activities to help all children to learn about people's differences. Children can access a variety of toys and resources that reflect diversity.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge of safeguarding. The manager keeps their knowledge up to date through regular training, displays of important information and by regularly checking staff's understanding of procedures. Staff know who the designated safeguarding officer is within the nursery. They are clear about what they would do in the event of a concern about children in their care. Leaders have worked hard to embed good practice regarding risk assessing the premises. This ensures that all children benefit from quality care and learning. Children's understanding of safety is enhanced through controlled opportunities that enable them to take risks. For example, they learn to use scissors responsibly.

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

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

- enhance staff's knowledge of how to maximise their interactions with children to promote children's language and communication more effectively
- review and enhance some parts of the daily routines to maximise all children's learning.

## Setting details

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| <b>Unique reference number</b>                     | 2588337   |
| <b>Local authority</b>                             | Kingston Upon Hull City Council   |
| <b>Inspection number</b>                           | 10249132  |
| <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 4  |
| <b>Total number of places</b>                      | 30  |
| <b>Number of children on roll</b>                  | 24  |
| <b>Name of registered person</b>                   | Aspiring Minds (Hull) Ltd   |
| <b>Registered person unique reference number</b>   | RP560319  |
| <b>Telephone number</b>                            | 01482 805360  |
| <b>Date of previous inspection</b>                 | Not applicable  |

## Information about this early years setting

BrightStart@Thorpes registered in 2020 and is located in Hull. The nursery employs nine members of childcare staff. Of these, six staff hold appropriate early years qualifications at level 3 or above, including the manager, who holds a level 6 qualification. Two staff hold an appropriate qualification at level 2. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kerry Holder

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and managers and has taken that into account in their evaluation of the nursery.
- The inspector held discussions with the manager and deputy manager about the design of the curriculum and how it is being implemented.
- The inspector observed staff's practice and their engagement with children throughout the inspection.
- The inspector spoke with staff and children during the inspection. She completed a joint observation with the nursery manager.
- The inspector spoke to parents during the inspection 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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