

Inspection of BrightStart@Compass

148 Compass Road, Hull, East Yorkshire HU6 7BG

Inspection date: 9 November 2022

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

The provision is good

The curriculum is well organised at this setting. Staff know what children's current skills are and what they are working on next. They implement activities that focus on children's progress. Staff build and extend children's vocabulary during their play. For example, when children play in the sand and comment 'scoop', staff respond by saying 'big scoop'.

Children's communication and language skills develop well. Children of all ages enjoy a variety of stories and songs throughout the day. They butter their own bread for a tea party and read 'The Tiger Who Came to Tea'. Staff introduce songs to count objects, such as trucks in the sand. Children initiate role play and sing familiar songs to their dolls. Staff ask children open-ended questions, such as 'How can we find out?' and, 'What do you think will happen?' They give children time to think for themselves and respond with their own ideas.

Children with special educational needs and/or disabilities make good progress. Staff work closely with multiple agencies to support children and their families. This helps staff to ensure that their teaching is in line with recommended strategies from professionals and to help children to achieve the best outcomes. Staff use additional funding appropriately with a focus on children's learning and development. They choose resources with clear intentions that impact on children's development.

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

- Children are encouraged to be independent. They wash their hands, self-serve their meals and wipe their faces with a cloth, while looking in the mirror. Staff develop children's resilience. When children lose their balance on beams in the outdoor space, staff help them to try again. Staff hold children's hands, then support them in having a turn on their own. Children and staff celebrate their success together happily.
- Babies can develop physically, inside and outside. They climb up steps onto a climbing frame and successfully slide down the slide indoors. Children take part in painting activities which focus on developing their fine motor skills. Babies use the outdoors to navigate toy vehicles in the space. They are encouraged to dress dolls and read stories to them in a den in the garden. Staff provide a continuation of children's learning outdoors from the indoor provision.
- Leaders assist staff in their development. Staff meetings and supervision sessions provide opportunities for staff to evaluate and feed back on their practice. This is effective in identifying areas of improvement for the setting. Less-experienced staff have more regular supervision sessions and feel well supported.

- Children behave well. Staff have consistent rules and children know what is expected of them. However, occasionally, staff do not fully explain risks to children. For example, they use terms such as 'be careful' which limits children's understanding of safety as they are unsure of what to be careful of.
- Children's emotional development is a priority. Transitions between the rooms are planned well, dependent on how children settle. Staff respond quickly and sensitively to the emotional needs of children. They communicate when a change is about to happen, such as when it is time to return inside. Staff use cards with routine images to explain to children who have a better understanding with photos.
- Staff use children's interests to plan for their future teaching. Children access resources independently and they have the autonomy to make choices in their play. However, occasionally, staff interrupt children's learning for routine times of the day. For example, children's play is disturbed for nappy changes or to wear an apron. This means that children lose focus and engagement, and do not return to the same activity.
- Pre-school children have discussions about Remembrance Day and create their own poppy pictures. Staff extend children's learning in the outdoor area. For instance, children dig in the soil to plant poppy seeds in a planter. Children show an understanding of Remembrance Day and discuss how 'brave' soldiers are.
- The key-person system is effective. Staff have a strong understanding of each child's development, not only their key children. Children feel safe and secure at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of how to keep children safe. They are aware of the signs of abuse and how to record any concerns accurately. Staff understand how to follow the whistle-blowing policy if they have a concern about a colleague. Leaders use staff meetings to ensure that staff's knowledge is up to date. Staff store cleaning products away from children to keep them safe in the setting. There are double locks on doors where cleaning products are stored. Staff are aware of first-aid procedures.

What does the setting need to do to improve?

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

- help children to understand how to manage risks themselves during activities
- make sure that routine-based activities do not have an impact on children's focus and learning.

Setting details

Unique reference number	EY444166
Local authority	Kingston Upon Hull City Council
Inspection number	10229599
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	1 to 4
Total number of places	38
Number of children on roll	34
Name of registered person	Bransholme Community Childcare Ltd
Registered person unique reference number	RP528676
Telephone number	01482 855250
Date of previous inspection	10 January 2017

Information about this early years setting

Brightstart@Compass registered in 2012 and is located in Hull. It is owned and managed by Bransholme Community Childcare Ltd. The setting employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and 4, one holds level 2 and two are unqualified apprentices. The setting 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

Abby Clarkson

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what staff want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager, and they evaluated the activity together.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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