

# Inspection of Bright Start Nursery

The Old Slipper Baths, 1 Barrack Yard, North Road, Brighton, East Sussex BN1 1YA

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Inspection date: 18 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>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children can hardly contain their excitement when they arrive at the nursery. They run towards the adults who care for them and chatter about the activities that have been set out for them for the day. Children behave very well, and they are aware of the high expectations staff have for them. Staff support children's emotional health by providing strategies for those who need support. For example, a room has been provided for children to have a quiet space to talk about how they are feeling and the reasons why. As a result, children feel safe, secure and listened to.

Children are very well supported to manage anxieties, which leaders have attributed to the recent COVID-19 pandemic. Staff have undertaken specific training to enable them to provide strategies for children most in need, in particular for children with special educational needs and/or disabilities (SEND). Consequently, children benefit from this targeted approach.

Children have a good attitude to their learning. They access a very well-planned curriculum that caters for their individual needs. For example, children who have recently developed an interest in numbers are encouraged to take part in a treasure hunt. 'I've found four; just one more and I will have five!' they excitedly tell the inspector.

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

- Overall, staff provide a very high standard of teaching. They plan a detailed programme where learning is exciting and challenges the children. However, there are occasions when adults do not give enough time for children to respond, and as a result, children do not always get the opportunity to contribute their own ideas.
- Parents speak very highly of the nursery and mention that staff go 'above and beyond' for their children. They give examples of ideas staff have suggested for home learning, such as simple word cards and pictures that have been provided to help support children's emerging language. Parents of children who speak English as an additional language report that their children's home language is celebrated in the nursery.
- The leaders' meticulous monitoring of children's progress helps staff to identify gaps in children's learning and development. They have instigated an exceptional programme to support communication and language, and they work extremely hard to highlight the support needed for children who may not have the same experiences as other children. There is an exceptionally strong programme of support for staff when they first join the nursery. Leaders put a detailed and highly effective programme of training and mentoring in place for these staff. Any inconsistencies in the quality of teaching, however slight, are

being swiftly identified and addressed, with the aim that all staff will develop the skills and confidence they need to deliver teaching of a high quality.

- Staff benefit from leaders who support them extremely well. They mention that the management team has an 'open door policy'. Staff report very high levels of well-being. They comment on the support they receive to manage their workload and how valued and appreciated they feel. Leaders recognise that a happy and stable workforce is a real asset and has a very positive impact on the experiences of children. Staff say that they feel valued, that they are encouraged to progress and that the nursery is a lovely place in which to work.
- Children are generally well supported to learn about healthy lifestyles. They have opportunities to run, climb and cycle, which promotes good physical health. However, staff do not consistently help children to learn about healthy eating. For example, they do not make the most of daily routines, such as mealtimes, to discuss the types of food needed to help keep their bodies healthy.
- Staff place a very high value on promoting children's communication skills. They plan specialised activities with individuals or small groups of children. This helps children to maintain focus and develop good listening skills. Staff introduce very young children to new words, for example, when pointing to body parts. This skilful and sequential teaching allows children to grasp new language as they gleefully show the inspector their 'knee' and 'foot'.
- Children form strong relationships with the adults who care so well for them. They embrace and cuddle staff who are special to them and engage them in conversations about their home life. Staff have a detailed knowledge of children's backgrounds and use this information to help children feel valued, as the staff take an interest in them. Adults are respectful of children, and they are aware of children's individual care needs, particularly those children with SEND.
- The leaders and staff work very well with outside professionals to arrange support for children with SEND and those who speak English as an additional language. The nursery's special educational needs coordinator works very effectively to try out recommended strategies, which help children to make very good progress. She identifies the most effective ways to support children who are in receipt of additional funding.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of safeguarding. They are aware of the signs that may indicate a child is at risk of being abused, including female genital mutilation, the operation of county lines and the effect from those who may have extreme behaviours and views. The leaders have stringent recruitment procedures in place and monitor the ongoing suitability of their team. Staff regularly check the premises, inside and outside, to ensure that these areas are safe for children to play and learn in.

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

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

- give children enough time to process their thoughts and ideas when responding to questions
- make the most of everyday routines to support children to understand the importance of healthy eating.

## Setting details

<b>Unique reference number</b>	130677
<b>Local authority</b>	Brighton and Hove
<b>Inspection number</b>	10265950
<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>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Brighton & Hove City Council
<b>Registered person unique reference number</b>	RP526925
<b>Telephone number</b>	01273 291570 or 291579 or 293880
<b>Date of previous inspection</b>	7 November 2019

## Information about this early years setting

Bright Start Nursery is located close to the city centre of Brighton. It is open from 8am to 6pm, Monday to Friday, all year round. The nursery employs 21 staff, several of whom hold early years qualifications at degree level. The nursery provides funded early education to two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Tina Lambert

### 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 inspector gathered the views of parents.
- The deputy manager and the inspector carried out a learning walk together.
- The inspector spoke to the children.
- The inspector observed interactions between staff and children.
- A range of documentation was looked at, including paediatric first-aid certificates and evidence of the suitability of staff to work with children.

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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