

Inspection of Bright Start Childcare at Solway House

5 Station Road, Forest Hall, NEWCASTLE UPON TYNE NE12 8AN

Inspection date: 9 January 2023

| | |
|------------------------------|-------------|
| Overall effectiveness | Good |
|------------------------------|-------------|

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive at this highly inclusive nursery ready and eager to start their day. Children who are new to the setting receive plenty of reassurance. The dedicated staff team place a high priority on promoting children's emotional security. This begins in the baby room, where activities are planned to help the youngest children form strong bonds with their key person. As children progress to different rooms, staff take time to get to know them. Staff use photographs, which children bring in from home, to help to develop their speech and communication. Toddlers enthusiastically point to their family members, as staff encourage them to repeat the names of the people they can see. In the pre-school room, activities to support children who have a new baby in the family are popular. Children practise bathing and dressing baby dolls as they talk about their new family members.

Activities are carefully planned based on individual children's interests and their learning needs. Even the youngest children show confidence as they explore the stimulating playrooms. Babies giggle as they look at their reflection in a mirror. Toddlers gather round as staff read stories, using puppets to encourage children to join in. Children develop their small muscles as they practise mark making. In the pre-school room, children develop their mathematical vocabulary as they measure out ingredients when making play dough. As a result, children make good progress from their starting points in learning.

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

- Managers have worked hard since the last inspection to develop a clear and effective curriculum. They have accessed support and training from the local authority. As a result, staff clearly understand how to identify what children need to learn. They confidently explain the purpose of the activities they provide. Managers vigilantly monitor the quality of the provision. They are reflective and constantly consider how they can improve the nursery even more. They regularly seek the views of parents and take these into account.
- Support for children with special educational needs and/or disabilities (SEND) is a strength of the nursery. Parents report that staff have worked tirelessly to ensure that the needs of their children are met, including supporting transitions to different provisions. Staff establish highly effective partnerships with other professionals and follow their advice, when considering how best to spend additional SEND funding.
- The learning environment in each room has been carefully developed to support children's learning. In the baby room, activities are set up at different heights to encourage children to develop their physical skills. As children progress through the nursery, opportunities for them to become confident, independent learners are planned effectively. However, the learning opportunities for children in the

outdoor areas are not as stimulating. As a result, children sometimes require more intervention from staff to sustain their engagement in the activities available outside.

- Staff fully understand their role in supporting children's learning. They provide an appropriate balance of activities which they lead, and opportunities for children to play independently. Staff are vigilant in their supervision of children to keep them safe. However, at times, in the pre-school room, staff are not deployed to consistently support children's learning even further.
- Staff plan daily routines to maximise opportunities for children to learn. For example, children can choose when they want to have their snack, so that their play is not disrupted. Babies develop their independence as they are encouraged to feed themselves. Toddlers are helped to pour their own water. Older children carefully cut their own fruit and serve their own lunch.
- Children behave extremely well. They are polite and enjoy helping with tasks, such as tidying up and setting the table. Staff encourage children to share and to take turns. Where minor conflicts arise, they are resolved effectively. This helps children to understand what is expected of them.
- Children benefit from plenty of fresh air and exercise. They are provided with freshly prepared, healthy meals and snacks. Staff have effective procedures in place for nappy changing, and children understand why they need to wash their hands. This promotes children's good health.
- When staff join children in their play, they support children's speech and language extremely well. They help the younger children to pronounce words correctly. Staff use a good range of questioning techniques to help older children to become confident communicators.

Safeguarding

The arrangements for safeguarding are effective.

Managers ensure that staff regularly update their safeguarding knowledge. As a result, staff can identify a wide range of signs that may indicate a child is at risk of harm, including neglect, sexual abuse and county lines. They know the process to follow should they need to report any concerns. Staff also have a good understanding of how to report allegations against members of staff. There are effective recruitment and induction procedures in place to make sure that new staff are suitable to work with children. Children are cared for in a safe and secure environment, both indoors and outside.

What does the setting need to do to improve?

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

- develop the outdoor areas even more to offer a wider choice of activities to benefit those children who prefer to learn outside

- consider how to deploy staff in the pre-school room more effectively so that all children's learning opportunities are supported even further.

Setting details

| | |
|--|---|
| Unique reference number | EY501082 |
| Local authority | North Tyneside |
| Inspection number | 10220930 |
| 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 | 0 to 4 |
| Total number of places | 75 |
| Number of children on roll | 107 |
| Name of registered person | North East Childcare Limited |
| Registered person unique reference number | RP911003 |
| Telephone number | 0191 337 1350 |
| Date of previous inspection | 12 January 2022 |

Information about this early years setting

Bright Start Childcare at Solway House registered in 2016. It is situated in Newcastle Upon Tyne. The nursery employs 25 members of childcare staff. Of these, four staff hold appropriate childcare qualifications at level 6, six are qualified at level 5, and 11 hold childcare qualifications at level 3. The nursery opens all year round, from 7.30am until 6pm, Monday to Friday, except for bank holidays. It provides funded early education for children aged three and four years.

Information about this inspection

Inspector

Jan Batchelor

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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 nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager and the inspector carried out a joint observation of a group activity.
- 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023