

# Inspection of Brighter Beginnings Nursery

Fitton Hill Neighbourhood Centre, Fircroft Road, Oldham OL8 2QD

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Inspection date:

29 March 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Outstanding

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

### **The provision requires improvement**

The provider does not ensure that staff implement the curriculum that is intended. This means children are not supported to make good levels of progress. Themes and activities capture children's interest overall. However, they do not equip children with the required knowledge and skills needed, to be well prepared for future learning.

Children are taught the 'golden rules', such as to use 'walking feet'. However, staff do not always reinforce these guidelines. Some children are unclear about what staff expect from them. Children do not respond to requests to line up and continue to run across the room or into the office. Staff are starting to use methods, such as shaking a tambourine to indicate a change in routine. This is beginning to work in practice and some behaviour is positive. At times, children work together to roll a large tyre or to ride a tandem bicycle. However, the expectations for behaviour are not consistently implemented and rules are not followed. Children do not understand appropriate behaviour.

Despite the weaknesses in support for children's learning, most children are happy. They enjoy activities, such as a book club which helps to instil a love of literacy and early reading. Older children recall the story 'We're Going on a Bear Hunt'. They draw pictures to depict the illustrations, showing that this knowledge has been learned. However, some younger children cry throughout the session. The environment is chaotic at times and children who are unsettled do not play. They wander around seeking attention, over reliant on dummies to soothe them.

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

- Following a notification of a safeguarding incident where staff failed to act swiftly when worried about the conduct of a colleague, leaders have taken action. They have revisited the safeguarding policy and procedures and ensured that all staff understand the need to take swift action in the event of a concern about a colleague.
- Leaders do not ensure staff receive effective supervision that promotes the interests of children. Staff do receive support from the wider leadership team and the company's training academy. However, the training provided has not given all staff the confidence they require to adopt and implement exactly what leaders expect. As a result, the curriculum is not implemented consistently well.
- Staff do not consistently promote children's understanding of acceptable behaviour. There are rules in place. However, children do not follow these as staff do not reinforce what is expected. Children do not sit down at the table when eating, and occasionally, wander around with food in their mouths. Furthermore, they do not listen to staff instructions, run in areas where only

walking is permitted and they throw toys. Nevertheless, some of the methods adopted by staff are more successful. For example, staff reward good behaviour by presenting children with a lanyard to show others that they are a special helper for the day.

- Parents speak positively about the nursery and staff. They particularly value the stay-and-play sessions. A lending library and a book of the week are also shared with parents and children. This helps parents to continue activities with their children at home. Staff share general themes, such as 'Space' and 'Let's jump into Spring'. Still, limited information is shared about children's individual next steps and the skills they are focusing on each day. As a result, parents are not fully aware of what their children are learning.
- A good level of support is provided for children with special educational needs and/or disabilities. Staff work with parents and external agencies to ensure that support is provided in a timely manner. Meetings are arranged and targets are agreed. Some children who need a little more help, receive meaningful and tailored care. This helps them to make progress in their development.
- Lunchtime is a lively occasion, where children have opportunities to develop independence. For example, children pour milk and water for their friends. However, the packed lunches that children bring into the nursery are, in the main, high in sugar and contradict the healthy eating policy. This does not promote healthy lifestyles or the importance of oral health.
- Staff provide some well-thought-out opportunities for children to be physically active. Children relish yoga sessions and dance energetically to favourite popular music. They demonstrate good dexterity and coordination as they ride, climb and balance outdoors. Mark making in 'gloop' and manipulating dough, helps to strengthen their small hands in readiness for future writing. These opportunities help with the development of children's large and small muscles.
- The manager is enthusiastic and aspires to provide the best quality provision. However, self-evaluation is over inflated. Reflective practice has helped to improve some aspects of the provision, such as a recent outdoor area renovation. However, self-evaluation does not identify areas of weakness in relation to staff practice and a lack of understanding of their roles and responsibilities. This has led to gaps in implementing the intended curriculum.
- Communication and language is an area prioritised by the manager as a focus for the curriculum. Staff introduce some new words, such as 'Namaste', to teach children to greet others and extend their repertoire. However, weaknesses in how staff structure sentences, model words and children using dummies, means that what the manager intends is not consistently implemented. Children's speaking skills are not promoted well enough.

## Safeguarding

The arrangements for safeguarding are effective.

Following interventions from leaders, staff understand how important it is to act quickly if they are concerned about children's safety. Staff know how to identify if a child is at risk and know who to report concerns to. Recruitment processes,

including vetting procedures, are robust. This helps to ensure that staff are suitable to work with children. All staff hold a paediatric first-aid qualification and are able to respond to any minor accidents. This includes notifying parents and ensuring any supporting documentation is completed. Staff arrive early to check the premises are safe and suitable. Daily checks and risk assessments are conducted. These include checking two staff are deployed in the sensory room.

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

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve staff training, support and supervisions to help them to implement a precisely focused curriculum that prioritises what leaders intend children to learn	29/04/2023

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

- help staff to use consistent strategies to manage children's behaviour, so that children are all aware of behavioural expectations and how to keep themselves safe
- support parents to understand the benefits of providing a healthy lunch box that is in line with the setting's healthy food policy
- keep all parents updated with their children's learning
- develop systems for self-evaluation and prioritise areas for improvement.

## Setting details

<b>Unique reference number</b>	EY496342
<b>Local authority</b>	Oldham
<b>Inspection number</b>	10282898
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Brighter Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP904240
<b>Telephone number</b>	0161 624 0278
<b>Date of previous inspection</b>	14 March 2018

## Information about this early years setting

Brighter Beginnings Nursery registered in 2015. The nursery employs seven members of childcare staff. Of these, one member of staff holds an early years qualification at level 5 and four hold an early years qualification at level 3. The nursery opens Monday to Friday, during term time only. Sessions are from 9am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Layla Davies

## 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children were spoken to and some children told the inspector what they like to do when they are at nursery.
- The inspector spoke with the nominated individual and manager about the leadership and management of the nursery.
- The inspector observed the quality of education and assessed the impact that this was having on children's learning.
- Parents shared their views of the nursery with the inspector.
- The inspector carried out a joint observation with the manager.

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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