

Inspection of Brighter Beginnings Day Nursery

Burnage Children's Centre, Broadhill Road, Manchester M19 1AG

Inspection date: 27 September 2023

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

Staff know that children learn best when they feel safe and secure. As a result, they spend time getting to know the children and develop positive relationships with them. Staff create a caring and nurturing environment in which children can grow and develop. The sound of children's laughter and conversations permeates throughout the nursery. Babies happily go to staff for comfort and reassurance when new people are in the room. This helps them to settle quickly. Children are inquisitive. They confidently talk to the inspector to find out what she is doing.

Children enjoy curling up with staff to read a favourite book. They eagerly retell the story of 'The Three Little Pigs', using a variety of props. Children are keen to demonstrate how the wolf blew the house down. Children behave well. Staff encourage pre-school children to create their own rules for the room. This helps children to develop an awareness of how democracy works. Children are polite to one another and use good manners. Through gentle reminders from staff, children learn to take turns and share their resources. Staff are intuitive and know when to step in to support children. This helps children to persevere at more complex tasks, such as walking over the stepping stones. Overall, children achieve their individual goals.

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

- The manager and staff work closely together to provide a balanced and sequenced curriculum. This supports children to make progress. However, at times, staff are unsure about what they want children to learn next. For example, they do not always identify the purpose of the activity and the expected learning outcomes. Therefore, children do not consistently make the best possible progress.
- Staff encourage children to develop good listening skills and to follow instructions. They introduce new words, such as 'squeeze', to children. This helps them to extend their vocabulary. Children develop confidence to use these newly acquired words in their play. However, support for children who are non-verbal is inconsistent, as some staff do not use children's preferred communication method. This does not help children to express their thoughts and views.
- Older children are confident to count to 10 and recognise numbers in the environment. They talk about the jugs being 'empty' or 'full' of water. Some children are confident to estimate how many more jugs of water they will need to fill the container. Staff also use songs and rhymes to introduce younger children to counting. These learning opportunities help children to develop a good awareness of shapes, numbers and early mathematical concepts.
- Children enjoy learning outdoors. They develop their coordination and balance

as they explore the climbing frame and use a range of wheeled resources. Babies gain confidence to pull themselves up onto furniture. This helps them to develop the core muscles that they need for walking unaided.

- Staff help children to be as independent as possible. For example, they encourage children to put on their coats to play outdoors. Children capably serve themselves at mealtimes and pour their own drinks. Consequently, children develop many of the skills needed for future learning and school.
- Staff help children to learn about the importance of good health and hygiene. Children understand the importance of washing their hands before meals or after going to the toilet. Children explain that they need to have a drink of water because they have been running around outdoors. They benefit from lots of opportunities to stay fit and well.
- Staff work in partnership with parents. They also work closely with professionals to support children with special educational needs and/or disabilities (SEND). Staff have forged strong links with schools to support the transition process for children moving to the next stage of their education. This helps children to settle quickly into their new surroundings when they move to school.
- Parents are complimentary about the nursery and the support that they and their children receive. Parents say that staff care about their children and keep them fully informed about their children's progress. This partnership provides consistency in supporting children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are committed to safeguarding children's welfare. They accurately identify the potential signs and symptoms that may indicate a child is at risk of harm. Staff ensure that children are able to play in a safe and secure environment, as they complete regular risk assessments. Robust recruitment procedures help to ensure that children are cared for by suitable people. Children learn to keep themselves safe as they play. For example, they learn to use large play equipment safely. Several members of staff hold paediatric first-aid certificates. This means that they can deal confidently with any accidents and minor injuries. This helps to keep children safe.

What does the setting need to do to improve?

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

- help staff to implement consistent strategies to communicate with children who are non-verbal
- strengthen staff's understanding of the curriculum so that they are clear on what they want children to learn next.

Setting details

Unique reference number	EY538070
Local authority	Manchester
Inspection number	10310001
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 11
Total number of places	60
Number of children on roll	61
Name of registered person	Brighter Beginnings Day Nursery Limited
Registered person unique reference number	RP904240
Telephone number	07976069818
Date of previous inspection	20 August 2019

Information about this early years setting

Brighter Beginnings Day Nursery registered in 2016. The nursery employs 13 members of childcare staff. Of these, two hold early years qualifications at level 6, six hold level 3 and two hold level 2. Two members of staff have early years professional status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- A joint observation was carried out by the inspector and manager.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to the children, to find out about their time at the setting.
- 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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