

Inspection of Bright Start Day Care (Stanmore)

Stanmore College, Elm Park, Stanmore, Middlesex HA7 4BQ

Inspection date: 5 October 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 Outstanding

What is it like to attend this early years setting?

The provision is good

Children develop secure bonds with the attentive and caring staff, which help them to settle and feel secure. They are happy and excited on arrival and separate easily from their parents. Children show that they understand the routines and boundaries in the setting. They are sociable, friendly and play together harmoniously. Children develop good levels of independence in preparation for starting school. For example, they learn to wash their hands at appropriate times and to eat independently using cutlery. Older children place their photographs on the self-registration board and hang their coats on their individual hooks. They enjoy being helpful and assist with tasks, such as serving lunch and tidying away the toys.

The manager and staff have high expectations for children. They provide a vibrant and well-resourced learning environment, which inspires children to explore and play. Children choose from a range of interesting resources and activities, which support their individual ideas and interests. They focus well on the things that interest them and display positive attitudes to learning. For instance, babies and toddlers show energy and perseverance as they learn to throw balls into a basketball hoop. Older children concentrate and show attention to detail as they draw colourful pictures.

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

- The manager evaluates the provision well and has clear plans to develop their practice further. She ensures that staff receive good support for their personal well-being and professional development. This includes regular meetings, supervision and training. Staff describe strong teamwork and speak enthusiastically about their professional goals, such as improving their early years qualifications and learning more about special educational needs.
- Children benefit from a balanced curriculum, which helps them to make good progress in the seven areas of learning. Staff identify where children need additional help and provide targeted support. For instance, they use visual aids to assist communication for children who speak English as an additional language. Staff work in partnership with parents and other professionals, to help children with special educational needs and/or disabilities achieve all that they can.
- Overall, teaching is good. Staff use a range of strategies to help children learn, such as demonstrating new skills, modelling language and encouraging children to have a go. They speak confidently about their children's progress and how they will support their next steps in learning. However, staff do not always use this information effectively, to help them plan and deliver activities for groups of children. Therefore, some children do not learn as much as possible from these

experiences.

- Children develop positive habits to support healthy lifestyles. They thoroughly enjoy being active and participate in sports sessions and physical games with great enthusiasm. The setting provides a balanced range of healthy meals and snacks for children each day. Staff sensitively encourage children to try new foods and help them to understand the benefits of eating well.
- Staff provide a welcoming and inclusive environment. They actively promote the diverse cultures and languages of the children who attend the setting. Therefore, children have good opportunities to explore their similarities and differences. Staff and children celebrate a range of multicultural festivals and events together throughout the year. This helps children develop tolerance and respect for other people and communities.
- Children learn and play in a positive and supportive environment. Staff provide plenty of praise and encouragement, which helps to raise children's confidence and self-esteem. They remind children about what is appropriate behaviour and teach them how to play safely. For instance, when children throw toys, staff point out that they may hurt their friends. Consequently, children's behaviour is consistently good.
- Parents comment on how much their children enjoy attending and say that they speak affectionately about staff at home. They describe the openness and integrity of the manager and staff, which reassures them that their children are safe and well cared for. Parents appreciate the detailed feedback they receive on their children's learning and experiences in the setting. They say that their children make good progress, particularly with their language and social skills.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their safeguarding roles. They receive regular safeguarding training, to help keep their knowledge and skills up to date. The manager and staff recognise the signs of abuse and know what to do if they become worried about a child's welfare. They understand the procedures to follow if they have concerns about the conduct of other staff. Staff check the premises and resources daily, to provide a safe learning environment. The provider has appropriate procedures in place to check that staff are suitable to work with children.

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 use what they know about children effectively, to plan and implement group activities which cater for all children's needs.

Setting details

Unique reference number	EY496412
Local authority	Harrow
Inspection number	10305513
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	32
Number of children on roll	25
Name of registered person	Bright Start Day Care Limited
Registered person unique reference number	RP901888
Telephone number	0208 420 7744
Date of previous inspection	23 February 2018

Information about this early years setting

Bright Start Day Care (Stanmore) registered in 2015 and operates within self-contained premises at Stanmore College. The provider employs nine members of childcare staff, seven of whom hold early years qualifications. The manager has qualified teacher status and other staff are qualified at level 2 or level 3. The setting opens from 8am until 6pm, Monday to Friday throughout most of the year. It offers funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the childcare premises, she explained the curriculum and how the provision is organised.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- Leaders met with the inspector to discuss issues such as recruitment and staff supervision. They ensured that relevant documents were available for the inspector to view.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.

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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