

Inspection of Brighter Beginning Brighter Minds

442 Hollinwood Avenue, New Moston, Manchester M40 0JH

Inspection date: 10 May 2024

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

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

The manager is committed to offering high-quality inclusive care and education to all children. Dedicated staff share her vision and children thrive in their nurturing care. Aspirations for children are high. The curriculum is planned to support children to be happy, independent and confident learners. Staff know children well and they work tirelessly to build their confidence. They use specific praise and affirmation to support children. As a result, children build a positive self-image and a 'can-do' attitude.

Staff build close relationships with children and the key-person system is embedded. This helps children to feel safe and secure. Staff use their knowledge of children's interests to plan learning. For example, they follow children's current interest in building by creating a pretend building site. Children concentrate well as they build and mix the cement. Staff model sharing and turn taking. As a result, children consider their friends as they pass them tools and wait patiently for their turn. Staff plan regular outings for children. They use these to teach children about road safety. As a result, children talk about holding hands near busy roads and they know to look for safe places to cross the road.

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

- Managers and staff use local data to help them plan the curriculum. For example, data from children's two-year assessments shows that children would benefit from support with language and communication. As a result, the curriculum has a strong focus on developing children's speech and vocabulary. Curriculum planning is focused on identified needs within the area.
- Children with special educational needs and/or disabilities (SEND) are supported well. Staff work closely with parents and other professionals to give children consistent and targeted learning. Children with SEND make good progress. In addition, staff are skilled and sensitive in helping children to consider the similarities and differences between themselves and others. As a result, children with SEND are confident to talk to their friends about their disability.
- Staff generally consider their interactions as they implement the curriculum. They use open-ended questions. For example, they ask children, 'Why did the house fall down?' This helps children to think and wonder before they respond. However, sometimes, less experienced staff's interactions are not of the same high quality. For example, they ask children questions that they can easily answer. As a result, implementation of the curriculum is not at the same consistently high standards across the setting.
- Partnership with parents is a particular strength. For example, staff discuss children's targets and share strategies that parents can use at home. This consistent approach helps children to make good progress. The setting offers a

lending library to parents and encourages families to share a story at bedtime. As a result, children increase their use of books and benefit from a more consistent bedtime routine.

- The manager wants children to develop good social skills. Staff model behaviour well. When disagreements happen, staff are quick to respond. They use a calm and positive approach as they support children. Children respond well. They copy the positive affirmations they hear from staff. For example, they encourage their friends by saying, 'You can do it, you are strong.' Children build positive relationships with their peers.
- Managers and staff plan the curriculum to include teaching children the skills that will support them in readiness for school. In general, children develop skills and knowledge that will help their future learning. However, teaching of early maths, such as size and number, is not as carefully implemented. As a result, children's knowledge of early mathematical concepts is not as secure as it could be.
- The setting helps children to build their knowledge of their local community. For example, children go on regular trips. Staff and children visit charity shops to help children understand how their community helps people. Children also learn about recycling and reducing waste, which helps them to understand about sustainability. Children begin to learn about caring for the world they live in. In addition pre-school children benefit from regular visits to a meadow at a linked setting. This further develops their interest in nature and supports children who learn best outdoors.
- Children's physical development is considered. The curriculum offers children opportunities to develop both their large and small muscles. For example, children take part in singing sessions where they stretch, jump and balance. Staff encourage children to use tweezers and pipettes as they play. Children make progress in their physical development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support less-experienced staff to consider their interactions with children, so that the curriculum is implemented to the same high-quality throughout the setting
- review the teaching of mathematics, so that children develop an understanding of early mathematical concepts, appropriate to their age and stage of development.

Setting details

Unique reference number	EY449659
Local authority	Manchester
Inspection number	10335520
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	69
Number of children on roll	74
Name of registered person	Brighter Beginnings Day Nursery Limited
Registered person unique reference number	RP904240
Telephone number	0161 682 8057
Date of previous inspection	19 June 2018

Information about this early years setting

The setting registered in 1991 and is located in New Moston, Manchester. The setting employs 10 members of childcare staff. Of whom, one holds an appropriate early years qualification at level 6, five hold level 3 and three hold level 2. The setting opens Monday to Friday from 8am to 5.30pm all year round, with the exception of bank holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Richards

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager, and room leaders completed a learning walk of all areas of the setting and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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 2024