

# Brighter Beginnings Day Nursery

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



<b>Inspection date</b>	20 August 2019
Previous inspection date	29 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- All children, including babies and toddlers, make good progress. They ooze with confidence and thoroughly enjoy their time in this stimulating nursery.
- Children are eager to learn and benefit from uplifting experiences. For example, all children enjoy dressing up for Eid. They also take part in meaningful activities that help them to understand about similarities and differences.
- Staff teach children the importance of being kind and considerate, which works well in practice. During the inspection, children showed concern for a 'wiggly worm', which they discovered in the outdoor play area. They also showed concern and consideration for their friend who accidentally stood on it.
- Due to gaps in the key-person system, some staff are not aware of children's next steps in learning.
- Parents are not consistently kept up to date with their children's progress. This weakness is largely due to a fault with the online system that parents can no longer access. Managers already have plans to remedy this issue.
- The newly appointed manager is supported well by senior leaders. They work closely with staff and as a team they have implemented positive changes. Children have benefited hugely from these changes.

## What the setting needs to do to improve further

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

- strengthen the key-person system so that all staff caring for children are fully aware of their next steps in learning
- improve systems for communicating with parents.

### Inspection activities

- Discussions were held with the leadership and management team.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector spoke to parents during the inspection. The inspector also considered parents' testimonials provided by the nursery.
- The inspector carried out a joint observation with two managers.
- The inspector looked at a sample of documentation, including accident records.
- The inspector discussed the nursery's self-evaluation.

### Inspector

Tricia Graham

## Inspection findings

### Effectiveness of leadership and management is good

Since the previous inspection, there has been a period of instability that led to a slight decline in practice. However, the leadership and management team has taken prompt action. Leaders have tackled underperformance and the manager works harmoniously with the dedicated staff team. All staff have benefited from intensive support provided by the local authority, an external consultant and the company's dedicated quality team. As a result, outcomes for children are good. Safeguarding is effective. All staff, including the apprentices, ensure children's safety at all times. Staff have benefited from child protection training and understand the procedures to follow if they have any concerns about a child's well-being.

### Quality of teaching, learning and assessment is good

Staff make good use of their close links with professionals based in the Sure Start centre, which is located in the same building. Staff assess all children's speech and language and make prompt referrals, if needed, to the speech and language therapist. Consequently, children get the additional support they need. Children's speech and language is further enhanced because staff model good language and pronounce words correctly. For example, babies imitate words and sounds such as 'yum yum cucumber' during lunchtime. Older children, especially the boys, are captivated as staff read action-packed narratives. This widens children's vocabulary and helps them to learn different rhyming words.

### Personal development, behaviour and welfare are good

Children are well behaved and show high levels of respect for their friends. They take turns and are eager to help. For example, older children worked together to make an obstacle course and helped each other as they carefully balanced on the stepping stones. Staff are responsive to children's individual needs and interests, which supports their emotional well-being. Staff provide one-to-one support for children with special educational needs and/or disabilities (SEND). They also adapt the learning environment to meet the learning needs of children with SEND. For example, staff offer increased outdoor play opportunities, which work well for some children. Children's emotional well-being is given high priority. Staff identified that some toddlers struggled when they moved into the pre-school room. As a result, they created a 'nurture' room, which eases the toddlers' transition. Parents are hugely supportive of this room and they speak highly of the care their children receive.

### Outcomes for children are good

Children enjoy exciting experiences that help them to explore their ideas, have fun and learn. For example, babies show curiosity as they explore the musical instruments and action-response toys. Older children remain focused but also have great fun as they collect pears from the fruit tree. All children display good levels of independence. For example, toddlers show increased skill as they drink from an unlidded cup and competently feed themselves using appropriate cutlery. Overall, staff are passionate about their role and teach children effectively. As a consequence, children are happy, settled and make good progress.

## Setting details

<b>Unique reference number</b>	EY538070
<b>Local authority</b>	Manchester
<b>Inspection number</b>	10120277
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	77
<b>Name of registered person</b>	Brighter Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP904240
<b>Date of previous inspection</b>	29 June 2018
<b>Telephone number</b>	07976069818

Brighter Beginnings Day Nursery registered in 2016. The nursery employs 14 members of childcare staff. Of these, one holds qualified teacher status, two hold childcare qualifications at level 5, three at level 3 and five at level 2. 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.

This inspection was carried out by Ofsted 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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

