

Inspection of Bright Start Childcare

138 Finch Road, BIRMINGHAM B19 1HN

Inspection date: 30 June 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are welcomed warmly and settle extremely well in this wonderfully nurturing environment. They form strong, trusting relationships with the staff. Staff demonstrate exceptional levels of care towards children and their families. Children exhibit consistently high levels of engagement as they explore the vast array of resources and activities available to them. Staff have constructed an exciting and ambitious curriculum that fully incorporates children's individual needs and interests. As a result, children are extremely enthusiastic about their learning and are highly motivated to learn. Children benefit enormously from carefully designed activities that extend their learning. For example, they spend time developing their fine motor skills by slicing and mashing fruit to make a 'potion'. Children concentrate intently as they squeeze drops of the potion into a bottle. They broaden their vocabulary as staff model language and introduce new words such as 'pipette'. Staff are unwavering in their belief that every child deserves the very best. They hold high expectations for every child's ability to reach their full potential. Children with special educational needs and/or disabilities (SEND) receive exceptional levels of support and encouragement. Consequently, all children, including children with SEND, make incredible progress.

Children benefit from freshly prepared, nutritious food. Mealtimes are social occasions where children display their exceptional behaviour and impeccable manners. For example, they know when to say 'please' and 'thank you'. Children carefully pour their own drinks, use cutlery appropriately and clear their plates when they have finished eating. This supports children's social and emotional development. There is a culture of respect for others pervading this setting. Children are polite and respectful at all times.

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

- Staff have developed an ambitious, exciting and child-centred curriculum that clearly supports progression for all children. Staff know all children extremely well and value each as an individual. They use assessment of children's learning and development incredibly well to embed knowledge and further extend children's learning.
- Staff expertly use additional funding to secure a range of exciting experiences to support children's learning. For example, children learn about life cycles as they hatch chicks and ducklings. This develops their understanding of changes over time.
- Children benefit from a vast range of opportunities to build on their early mathematical skills through play and real-life experiences. For instance, they skilfully count the items they buy and they weigh their fruit at the local greengrocer's shop before paying with real money. This supports children to

develop key life skills that will ensure they are best prepared for their future.

- When children first start at the nursery, staff gather detailed information from parents about their children's interests and development. Staff use this information to help develop targeted planning. Children build on what they already know and can do. They are challenged by the ambitious learning experiences that staff provide. As a result, children develop superbly the skills that will help them be well prepared for the next stage in their learning, including the transition to school.
- Children benefit enormously from an array of meaningful and memorable experiences as they learn about their local community and the wider world. For example, they learn about special times and celebrations, such as St David's Day and Christmas. Children learn about faiths and cultures that may be different from their own. They visit local places of worship, such as the Gurdwara. Children learn to value and respect other people and their beliefs. They learn that they are part of the diverse society in modern Britain.
- Children's personal development is extremely well supported. They have formed secure attachments to staff. Children's personal care needs are an absolute priority. Children quickly learn to become independent in some self-care and hygiene practices, such as washing their hands and faces. Children are encouraged to explore their emotions and talk about how they are feeling. For example, during circle time, they discuss what is making them feel happy. This supports their emotional well-being exceptionally well.
- The manager has a clear vision for the nursery and has identified the very clear strengths of this outstanding provision. She is extremely driven in her pursuit to continually build on the service offered to further improve outcomes for all children. The manager continually monitors the quality of teaching to ensure the best possible outcomes for children. Staff report that they are very happy working here. They say that they feel extremely well supported by the manager.
- Feedback from parents is excellent. Parents have nothing but overwhelmingly high praise for all the staff. They comment that staff go out of their way to support them. Parents state that they are delighted with the opportunities, the variety of activities on offer and the progress their children make at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have an extremely secure understanding of the setting's safeguarding policy. Safeguarding training is kept up to date. Staff fully recognise the signs and symptoms that may cause them to be concerned about a child's welfare. They know how to report any concerns they may have, including those in relation to the 'Prevent' duty or female genital mutilation. Leaders have thorough recruitment procedures to ensure that all staff are suitable to work with children. Effective risk assessments, regular checks and ongoing vigilance help to minimise potential hazards and maintain a safe environment. These measures contribute to children's safety.

Setting details

Unique reference number	EY455064
Local authority	Birmingham
Inspection number	10285665
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	2 to 5
Total number of places	140
Number of children on roll	134
Name of registered person	Bright Start Childcare Limited
Registered person unique reference number	RP532078
Telephone number	01215727578
Date of previous inspection	13 October 2017

Information about this early years setting

Bright Start Childcare registered in 2012. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, during term time. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Dukes

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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector carried out a learning walk together to discuss the intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact on children's development.
- The inspector observed the interactions between staff and children.
- The manager provided the inspector with a sample of key documentation on request.
- The inspector took account of parents' views about the setting.

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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