

Inspection of BrightStart @ Dorchester

Dorchester Primary School, Dorchester Road, Bransholme, HULL HU7 6AH

Inspection date: 21 May 2024

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

Children show much affection for the caring staff team. They form strong emotional bonds with their key person and demonstrate a sense of belonging in the safe environment. Nursery leaders plan a broad curriculum that promotes children's well-being and excitement to learn. Staff know their key children well and have clear intentions for what they want children to learn next. They check children's understanding as they play with them. Staff sequence children's learning well to support their progress over time.

Staff are very sensitive in supporting children who struggle for a while to settle into the nursery. They work closely with parents to ease the transition from home. Staff arrange bespoke settling-in sessions that are planned around the needs of individual children. They make sure they are close by to reassure and give children a cuddle, when needed. Children begin to understand and enjoy the daily nursery routines at their own pace.

Children are well behaved and polite to others. Older children wait patiently at lunchtime to serve their meals and are keen to tell staff, 'I am waiting my turn.' Staff help them to gain the skills that help them make friends and understand the needs of others.

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

- The recently appointed nursery leaders have made a positive impact in a short time. They have worked closely with the staff team to prioritise future improvements to the environment and organisation of the sessions. They have a strong vision that reflects their ambition to provide consistently high-quality care and education for all children.
- Children's communication and language skills are given a high priority. Staff use every opportunity to engage children in meaningful conversations. Children hear stories and sing rhymes throughout the day. They discover the joys of hearing new stories that capture their imaginations.
- Babies thrive in a homely, nurturing environment. They grow in confidence as they explore toys that ignite their curiosity. For example, they thoroughly enjoy having a pretend tea party with staff. Babies learn how to share the play food and pretend to drink from the cups. They begin to explore the different ways they can be imaginative.
- Staff are extremely respectful when supporting children's individual care needs. They ensure these times are calm and soothing for children. Staff are quick to praise children's efforts as they become increasingly independent in managing their self-care needs, such as going to the toilet independently.
- Nursery leaders target any additional funding effectively. Children with special

educational needs and/or disabilities benefit from additional adult support to enable them to access the curriculum and continue to learn. Staff fully utilise the advice they receive from other professionals when completing children's personalised learning plans.

- Staff are generally well deployed across the nursery to meet children's learning needs. However, at times, staff are less proactive at identifying when quieter and less confident children may require specific support to extend and enhance their learning further.
- Children learn first hand about places in their local area. Staff plan visits to local shops, libraries and parks across the year. Children discover that some places are special to people, such as the church. They learn about the crucial roles that people carry out to keep the community safe, such as the police and firefighters.
- There are strong partnerships between home and the nursery. Parents say they are confident their children are safe and very happy. They describe staff as a very approachable team who make time to talk to them. Parents value the information they receive about their children's achievements that further supports their learning at home.
- Staff promote consistent messages about healthy hygiene routines, such as handwashing and brushing teeth. Children enjoy a wide range of nutritious, balanced meals and snacks. Staff ensure children have opportunities to play outside where they can be physically active. Children learn about the positive choices that contribute to healthy lifestyles.

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:

- identify and respond consistently when quiet or less confident children require specific adult support to extend their learning.

Setting details

Unique reference number	EY386768
Local authority	Kingston Upon Hull City Council
Inspection number	10339296
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	40
Number of children on roll	49
Name of registered person	Bransholme Community Childcare Ltd
Registered person unique reference number	RP528676
Telephone number	01482 827008
Date of previous inspection	10 July 2018

Information about this early years setting

Brightstart @ Dorchester registered in 2009 and is located in Bransholme, Hull. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round, closing for one week between Christmas and New Year. 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
Rose Tanser

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 nursery.
- The manager took the inspector on a learning walk to discuss the curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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