

Bright Beginnings

Dering Way, Gravesend, Kent, DA12 2JJ

Inspection date	13/12/2012
Previous inspection date	26/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Safeguarding children's welfare is a key strength of the nursery.
- Staff work well with external agencies, such as a speech therapists, to help close identified gaps in children's learning and make sure they achieve to the best of their capabilities.
- Parents and carers are well very informed about their children's progress and consequently, become engaged in their children's learning in the nursery and at home.
- Young children settle well and develop emotionally secure attachments with their key person. They are subsequently confident and independent learners who enjoy exploring their environment.
- Management positively welcome advice and support to help identify areas for further improvement. They consistently implement changes for the benefit of the children.

It is not yet outstanding because

- Staff do not provide enough resources to reflect the divisive cultural backgrounds of the children attending the nursery.
- Displays in the baby unit are too high and do not include photos of familiar people.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and child interactions in all rooms of the nursery.
 - The inspector spoke to some parents and took account of their views of the nursery.
 - The inspector undertook a joint observation with the deputy manager.
 - The inspector had discussions with the management team and members of staff.
- The inspector looked at a selection of documentation, including evidence of staff suitability and qualifications, key policies to support the safety of the children and children's learning and development records.

Inspector

Sharron Fogarty

Full Report

Information about the setting

Bright Beginnings opened in 2004, having moved from other rooms within the college site. It is set in the grounds of the North West Kent College, in Gravesend. The nursery is owned by the college. The nursery offers full day care on weekdays from 8.15am until 6pm and serves students attending the college and the public, and is open all year round. An after school club runs from 3.15pm until 6pm during term times and a holiday play scheme runs from 8.15am until 6pm attended by children up to 8 years old. There are 110

children on roll aged from five months to four-year-old. The nursery provides free early education to two-, three- and four-year-olds. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. Eighteen staff work directly with the children and all hold appropriate childcare Qualifications. The manager holds Early Years Professional Status. The nursery is a Pre-school Learning Alliance (PLA) associated group and receives support and training from the local authority.

What the setting needs to do to improve further

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

- further promote children's sense of belonging by displaying photographs of close family members and other special people at child height in the baby room.
- enhance children's understanding of different cultures by providing resources which represent children's diverse backgrounds such as role-play resources reflecting diversity.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in their learning and development. Practitioners have a thorough understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They effectively use the associated support publications to guide their work with children. Practitioners obtain information about children's starting points in their learning and development from parents, along with observations undertaken during activities and this helps them make their own assessments. Individual children's 'unique story' contains a written summary of development and possible next steps in learning, including comments from parents about their child's learning at home. Subsequently practitioners know their key children well. This process supports practitioners plan individualised learning tailored to the needs of each child. The good balance of child-initiated and adult-led play results in children making good progress overall. This means they are prepared, when the time comes, to make the move to school.

Practitioners give priority to developing learning in the prime areas so that children become confident communicators, develop strong physical skills and grow into inquisitive learners. This provides a firm foundation for them to develop their skills for future learning. Staff effectively support children with special educational needs, such as speech

and language delay. Practitioners work with parents and therapists to ensure that additional provision is made to extend the opportunities that enhance communication. For example, by the use of visual timetables. Careful consideration is given to the variety of home backgrounds and practitioners liaise effectively with parent's to ensure that children get the specialist support they need, sometimes using an interpreter if required. Practitioners also find out useful words to assist children where families speak more than one language. However, there is not a wide enough range of resources that reflects the differing backgrounds of the children who attend.

Throughout the nursery, there are displays and posters with labels and captions that help children develop awareness that words carry meaning. They also have regular opportunities to develop a love of literature. Popular stories capture children's imagination and they eagerly remember or anticipate what will happen next. Simple rhymes help them learn the sounds of letters. Many of the older children are beginning to form recognisable letters as they proudly write their names on their work. Children competently count objects while they make three-dimensional structures with natural objects, such as corks and shells. They use to nursery camera to take pictures of their creations and especially enjoy taking photographs of each other. These are printed and displayed around the nursery walls at child height to spark conversation among children. However, the displays in the baby room do not contain pictures of people familiar to them, and they are not at their eye level, which means they cannot easily see them.

Babies and younger toddlers enjoy exploring a range of appealing resources, such as large soft gym shapes to crawl over and balance on. They take great pleasure in playing a game of "fetching the balls" thrown from the ball pit by playful practitioners. As a result, they become confident in developing their physical skills knowing that their key person is nearby. Practitioners extend young children's interest in their environment by introducing interesting resources, such as treasure baskets with natural and household materials. Children become excited and animated as they make marks in sand with the toy rakes and squash the 'fake snow' between their fingers. Practitioners talk to children routinely about their play and what they are doing, which effectively enhances their vocabulary and communication skills.

The daily routines are used generally well to support learning, for example, the older children register themselves when they arrive. Children learn table manners and social skills as they sit together for meals in small groups. The older children develop independence as they learn to serve themselves and pour their own drinks.

The contribution of the early years provision to the well-being of children

Children are very confident and secure in the relationships they develop with the key persons caring for them. Babies settle well when left by their parents. Practitioners handle them with great warmth and gentleness in a calm atmosphere where constant praise plays an important part in their development. Information is effectively gathered from parent's right from the start so that key persons have a deeper understanding of children's routines, interests and capabilities. Pictures of practitioners are clearly displayed with their

key children so parents know how to share important information with and young children know who will be looking after them. Older children develop firm friendships with each other, often choosing to play together in small groups.

The key persons are good role models and have a suitable approach to behaviour management, which takes account of each child's age and level of understanding. Consequently, children generally behave well and demonstrate a developing understanding of how to play harmoniously by sharing and taking turns. Children's confidence and enthusiasm ensures that they actively engage in purposeful play throughout their time at the nursery.

Children's transitions from home to the setting and from one room to another are well supported, helping children to maintain a feeling of safety and security. The nursery has established effective links with some of the local schools. Two-way visits enable children to meet their new teachers, and practitioners share vital information to ensure that there are smooth transitions when children start full-time education

Children learn how to keep themselves healthy and safe as practitioners arrange dentists and firefighters to visit the children. There are suitable procedures in place to protect them from infection. Babies and children benefit from modern, spacious and well-planned accommodation. The sleep room, kitchen and toilet facilities are clean and tidy and each baby or toddler has named containers and bags for all their daily needs. Nappy changing and toilet training is sensitively undertaken to respect children's dignity. Children follow hygiene practices as they take increasing responsibility for washing their hands throughout the day. They benefit from well-balanced menus that take account of dietary needs.

The effectiveness of the leadership and management of the early years provision

Arrangements for safeguarding children's well-being are well established and highly effective. Management places high priority on protecting children's welfare. Staff follow proper procedures to work with outside agencies when needed. The policy and information booklet provided to practitioner contains a wealth of relevant information and forms part of the staff induction process. Staff have completed safeguarding courses so they understand the need to remain vigilant and protect children's best interests.

Staff undergo robust recruitment, vetting and induction procedures. This process helps to make sure they suitable to work with children. New staff members are fully integrated through a dedicated induction programme so they know what their duties and responsibilities in terms of the staff team. A well-organised range of security measures, risk assessments and policy documentation is in place. These measures help to make sure children are protected from harm while in the nursery and when out visiting local places of interest. The vast majority of staff hold paediatric first aid qualifications.

The nursery practitioner have established warm and welcoming relationships with parents, who are fully informed of their children's learning and development regularly. They receive

very useful information about the nursery when they start, such as a dedicated transitional booklet for specific children's age range.

The manager observes and monitors teaching and care within the nursery. The appraisal and supervision system suitably addresses staff training and professional development needs on an on-going basis. Staff attend courses regularly and are supported to gain further qualifications. The manager acts as a good role model for professional development and holds Early Years Professional Status. Staff have received training with regard to the Early years Foundation stage changes, to ensure they are confident in delivering the new requirements, including the statutory two-year-old assessment. Regular staff meetings are held so practitioner can share best practice and they are continually look for ways to make improvements. For example, peer observations are being introduced and the management are looking to train staff in sign language to further support children with speech and language delay.

The nursery is very effective in involving parents and carers in their children's learning. Information and photographs of children's learning is attractively displayed in the foyer areas and lets parents know the types activities their children have taken part in so they can discuss and follow on with these experiences at home. Open days are well attended and there are plans for the nursery to host a cultural social event to celebrate the diverse cultural backgrounds of the children attending the nursery. Parents also join in and contribute to children's developing understanding of diversity at time such as Diwali.

Successful partnership working extends beyond providing additional support for children with identified needs. The manager works closely with support staff from the local authority, actively seeking advice and acting on it to make improvements. Since the last inspection, the management team and practitioner have addressed previous area identified for development and they demonstrate a good capacity to maintain continual improvements for the benefits of the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	126993
Local authority	Kent
Inspection number	894610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	110
Name of provider	North West Kent College
Date of previous inspection	26/09/2011

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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