

Bright Beginnings Day Care

School Bungalow, Fitzalan Road, BEDALE, North Yorkshire, DL8 2DU

Inspection date

15 April 2015

Previous inspection date

28 January 2009

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

Summary of key findings for parents

This provision is good

- Staff have a secure knowledge of how to promote children's learning. Assessments of children's development are precise and sharply focused and show that children of all ages make good, and often very good progress.
- Staff are nurturing and skilled in supporting children to form secure emotional attachments. This provides a strong foundation to enable them to develop their independence because they feel safe.
- Children behave well and learn to build strong relationships with others in preparation for going to school.
- The whole staff team see the safeguarding of children as their priority. They have a good understanding of their responsibilities for child protection and are confident in this role. Ongoing risk assessments ensure that the premises are safe and secure, and that any potential dangers to children are minimised.
- The nursery is well led by the highly qualified and experienced manager. She works alongside the staff team and uses her considerable knowledge to support and train them. This and staff's attendance at external training courses helps them to provide good-quality care for all children.

It is not yet outstanding because:

- Highly successful strategies are not fully in place to liaise with parents about what children are learning at home.
- The manager has not considered the use of peer observations so that staff can gain new ideas and perspectives about teaching from each other.

What the setting needs to do to improve further

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

- explore further ways to help parents share what their child is learning at home to help with activity planning
- strengthen the performance management of staff, for example, through the use of peer observations where staff are encouraged to review, reflect and suggest ways to further enhance each other's practice.

Inspection activities

- The inspector had a tour of the premises and conducted a joint observation with the manager.
- The inspector observed activities and the quality of teaching in all of the playrooms and outdoors.
- The inspector sampled children's assessment records, planning documentation, and a range of other records, policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the provider's self-evaluation and improvement plans.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Lindsey Pollock

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Good-quality teaching is evident throughout the nursery. This results in children being motivated and excited in their play. This also ensures that they have the skills, attitudes and dispositions they need to be ready for school. Activities take children's identified next steps in learning into account. However, staff do not routinely gather precise details from parents about what children learn and achieve at home, to enhance activity planning even further. Resources and activities are changed in response to children's interests. For example, staff acknowledge a younger child's interest in the home corner in another room so add this resource to the child's base room. When children show much interest in superheroes, staff support them in this role play. Staff also help children to make costumes to enhance their play. A planned activity about flowers is changed to one about insects when children show delight and excitement at finding bugs in the outdoor play area. Staff promote children's communication skills well by asking children questions to extend their vocabulary and by conversing with them. They provide small group times to help children develop their speaking and listening skills, and their understanding as well as promoting other areas of learning, such as mathematics.

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

Children are happy and confident in this welcoming, homely setting. A very consistent staff team means children are settled and form close attachments, not only with their key person, but with other adults in the setting. Good standards of hygiene throughout the nursery areas, including the kitchen, help to keep children well and healthy. The nursery cook carefully plans nutritious, well-balanced meals and snacks using good-quality, fresh ingredients. Activities at circle time and actions songs help children to learn about the benefits of a healthy diet and good hygiene practices. Older children enjoy free access to the outdoor area and staff caring for the youngest nursery members ensure they benefit from the fresh air throughout the day. Staff effectively help children to understand how to stay safe through discussions and routines.

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

The whole staff team, parents and children are involved in the ongoing evaluation of the setting and clear action plans determine how improvement will be achieved. Recommendations from the last inspection have been successfully addressed, and promote children's care and welfare. Systems for the monitoring and supervision of staff performance are mainly effective. However, the manager has not considered the benefits of encouraging staff to observe and feedback on each other's practice as an additional way of building on their already good skills. The manager closely monitors the systems for assessing children's development. She checks to see these are completed accurately and supports staff in using information from them when planning activities, to help children make as much progress as possible. Parents speak highly of the staff, and value the quality of care and education provided.

Setting details

Unique reference number	EY359478
Local authority	North Yorkshire
Inspection number	857581
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	38
Number of children on roll	150
Name of provider	Bright Beginnings Day Care (2007) Limited
Date of previous inspection	28 January 2009
Telephone number	01677 422941

Bright Beginnings Day Care was registered in 2007. The nursery employs 11 members of childcare staff. All staff hold appropriate early years qualifications at level 3. One member of staff holds Early Years Professional status. 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.

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