

Bright Beginnings Nursery

41 Snowberry Crescent, Denvilles, Havant, Hants, PO9 2FE



Inspection date

13 February 2017

Previous inspection date

18 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the 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

- Children are keen and motivated learners. Staff know the individual needs of all children well. They use information from accurate observations to plan challenging activities that are enjoyable and build on children's interests. Children make good progress from their starting points.
- Partnerships with parents are strong. Staff involve parents in their children's learning and development, which helps parents to build on their children's learning at home.
- The provider and the manager are committed and enthusiastic. They evaluate the setting well and use clear action plans to drive improvement to benefit children.
- Staff support children who speak English as an additional language and those who have special educational needs well. They use funding successfully to provide additional help and resources to ensure that any gaps in children's development close quickly.
- Children behave well. They learn to be respectful, share, take turns and use good manners.

It is not yet outstanding because:

- Sometimes, staff do not help all children to engage to broaden their knowledge. For example, during a group activity they did not listen to all children's contributions or help them focus to extend their learning.
- On occasions, staff do not support children's growing independence. For example, staff complete simple tasks for children rather than encourage them to try themselves.

What the setting needs to do to improve further

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

- reshape activities to take account of all children's contributions and concentration levels to help them focus, engage and build on their learning
- encourage children to manage some tasks themselves to build on their developing independence.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with the provider, manager and staff. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff.
- The inspector took the views of parents into account.

Inspector

Clare Leake

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and manager ensure that staff attend child protection training, recognise the signs that may indicate concerns about a child and know how to report these to protect their welfare. The provider and manager use rigorous recruitment procedures and check thoroughly that staff remain suitable to work with children. They observe staff practice to identify their training needs and encourage professional development. For example, recent training about inclusion for all children has helped staff to develop the learning experiences for children to teach them to value and respect each other's cultural backgrounds.

Quality of teaching, learning and assessment is good

Staff's speedy identification of children's starting points when they first attend helps them to support children's progress effectively from the outset. Staff monitor children's progress well and encourage parents to share their children's achievements at home. Staff use what they know about children's development to plan effectively for their next steps in learning. Staff support children's communication and language skills well. For example, they engage children in conversations, read stories and sing songs together. Staff build on children's mathematical development well. They teach children about shape and number in enjoyable ways. For example, children learn how to draw shapes and numbers with chalks on the outdoor paving.

Personal development, behaviour and welfare are good

Staff give children lots of praise and support their growing confidence effectively. Staff are good role models for children and they teach children to play cooperatively together. For example, they encourage children to use their imaginations to put out a pretend fire with 'really big flames'. Children run around with enthusiasm gathering materials to put out the fire, such as mud and water. Staff encourage children to develop positive attitudes to one another. For example, children learn about the different festivals they each celebrate, and they learn about other cultures, including the foods and traditional clothing.

Outcomes for children are good

Children make good progress from their starting points. They recognise numbers and learn to count accurately. Children develop good early writing and reading skills. They develop the social skills that help them to get along with others. Children are good friends and clearly enjoy each other's company and work well together. Children learn a range of skills that prepare them for future learning, such as starting school.

Setting details

Unique reference number	EY393698
Local authority	Hampshire
Inspection number	1062281
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	40
Number of children on roll	67
Name of registered person	Bright Beginnings Nursery Limited
Registered person unique reference number	RP909322
Date of previous inspection	18 December 2013
Telephone number	02392450758

Bright Beginnings Nursery Limited registered in 2009. It is situated in Denvilles in Havant, Hampshire. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. The nursery receives funding for free early education to children aged two, three and four years. There are 14 staff. Of these, 10 hold an early years qualification at level 3, and two hold an early years qualification at level 2.

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