

Bright Beginnings Day nursery and Preschool

Sunningdale Road, Balby, DONCASTER, South Yorkshire, DN4 8DR



Inspection date

7 May 2018

Previous inspection date

27 August 2014

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

- Staff know the children very well. Through observations and assessments, they identify children's levels of learning and how they can help children to continually achieve.
- The manager and provider have worked hard to develop strong partnerships with parents and the local community. Parents are highly complementary about the nursery.
- Staff support children's communication and language skills well. They use sign language to help children who have special educational needs (SEN) and/or disabilities. Children who speak English as an additional language are very well supported to learn good English.
- Staff support parents with useful information to enable parents to extend children's learning at home. In addition to this, staff work with other professionals to ensure children receive appropriate support in their learning and development.
- Children form strong bonds and attachments with staff and other children. Staff support their personal, social and emotional development with effective praise and encouragement. Children are happy and settled and develop strong friendships.
- Children thoroughly enjoy exploring their surroundings, particularly the vibrant outdoor area, where staff plan activities to help children learn about the world around them.

It is not yet outstanding because:

- Staff do not always organise planned group activities well enough, so that all children are challenged appropriately, according to their stages of development.
- Professional development support for staff does not always focus on raising the quality of teaching to an outstanding level.

What the setting needs to do to improve further

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

- adapt the organisation of planned group activities, so that they provide appropriate challenge and help all children to make better than good progress
- focus the professional development of staff on developing an expert knowledge of teaching and learning, so that children are supported to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager and early years professional.
- The inspector spoke to children and staff at appropriate points during the inspection.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke to some parents during the inspection.

Inspector

Rachael Barrett

Inspection findings

Effectiveness of the leadership and management is good

The manager and staff are committed to providing high-quality early years experiences for children and their families. Together, they reflect on the quality of service the nursery offers and identify future improvements. Supervisory and appraisal meetings help staff to reflect on their consistently good teaching. The experienced and knowledgeable provider and manager regularly review the quality of their provision and actively seek the views of staff and parents. They use this information to target improvements. Staff are aware of the setting's policies and ensure that the children's safety and well-being are consistently promoted, with reporting procedures followed effectively. The manager conducts regular risk assessments and fire drills to ensure the safe running of the nursery. All staff complete regular training. The arrangements for safeguarding are effective. Staff work in partnership with other settings children move on to. This helps to promote consistency in children's care and learning effectively.

Quality of teaching, learning and assessment is good

The manager and staff use effective systems to monitor children's progress, which helps them to swiftly address any gaps in learning. The nursery is maintained very well, organised and imaginatively equipped to meet the interests of children of all ages. Staff promote the good use of mathematical language during activities and experiences to support children's mathematical understanding. For example, when planting in the garden area, staff encourage children to confidently count the seeds as they plant them. Staff skilfully introduce new words to extend babies and young children's vocabulary. Staff provide a wide range of interesting and challenging experiences, suitable for children in each age group. Younger children are well supported to make marks using water and paint bushes outdoors, while older children practise writing the letters of their own name. Children are independent and make regular choices about their play.

Personal development, behaviour and welfare are good

Staff place a high priority on creating an inclusive and welcoming environment for all children. Older children forge close friendships and talk fondly about their learning together. Staff are committed to helping children understand how they can stay healthy. For example, the nursery cook prepares healthy home-cooked meals. Staff encourage children to brush their teeth after meals and snacks. Children have daily opportunities for exploration and fresh air in the exciting outdoor play areas. Relationships between staff and children are strong. Children understand behavioural expectations, such as sharing and taking turns. They behave well. Staff use praise and promote positive behaviour.

Outcomes for children are good

All children are making effective progress in their learning given their starting points and capabilities. Additional funding is well targeted. Children develop their social skills when they play well with the different ages of children who attend. They are learning to be independent and develop good self-help skills. They are acquiring the key skills they need to be ready their future learning and eventual move on to school.

Setting details

Unique reference number	EY290457
Local authority	Doncaster
Inspection number	1104228
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 6
Total number of places	100
Number of children on roll	133
Name of registered person	Bright Beginnings Day Nurseries Ltd
Registered person unique reference number	RP903960
Date of previous inspection	27 August 2014
Telephone number	01302 850666

Bright Beginnings Day Nursery and Pre-School registered in 2004. The nursery employs 22 members of childcare staff. All staff hold appropriate early years qualifications at level 2 and above and one holds early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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