

# Bright Beginnings Day Nursery



Bright Beginnings Day Nursery, Coventry House, Station Road, PERSHORE, Worcestershire, WR10 2DB

<b>Inspection date</b>	22 May 2018
Previous inspection date	29 October 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not always consider children's individual needs, interests and stage of development when planning for their learning. Children do not always benefit from challenging activities that help to promote their good progress.
- Managers do not fully support staff to undertake appropriate professional development to improve their teaching skills. Children do not benefit from consistently good-quality learning experiences that continually improve.
- Managers do not reflect carefully enough on the quality of teaching, the curriculum and children's progress and set clear targets for development to help further improve.

### It has the following strengths

- Managers and staff have a sound understanding of their responsibility to safeguard children. The environment is clean, tidy and secure. Staff successfully implement a range of records, which help to support health and safety practices. This helps to promote children's physical well-being.
- Staff are kind, caring and friendly. They get to know children well from the outset. They are sensitive to their care needs and ensure these are met. Children settle quickly, they are happy and relaxed attending.
- Partnerships with parents, professionals and other providers are established. Staff share a two-way flow of information. This helps to offer children some continuity between the setting, home and other settings they attend.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

- |  | <b>Due Date</b> |
|--|-----------------|
| ■ support staff to undertake appropriate professional development to improve their teaching skills to help children benefit from consistently good-quality learning experiences that continually improve | 01/09/2018      |
| ■ improve the planning and consider children's individual needs, interests and stage of development carefully to provide them with challenging activities that help to promote their good progress.      | 01/09/2018      |

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

- reflect carefully on the quality of teaching, the curriculum and children's progress and set clear targets for development to help further improve.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager of the nursery.
- The inspector spoke to staff and held a meeting with the nursery manager.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to children and parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The arrangements for the performance management of staff are not good enough. Managers do not focus staff's professional development well on raising the quality of teaching to help promote consistently good learning outcomes for children. Nevertheless, managers supervise staff and they benefit from some training opportunities. This has a positive impact on care practices. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of child protection issues. They know how to identify and report any potential concerns of abuse or neglect. This helps to protect children from harm. Self-evaluation and monitoring processes are developing. Managers aspire to achieve good standards. However, they are not as reflective as possible on all aspects of the provision to help further improve. This specifically refers to teaching, the curriculum and children's progress.

### **Quality of teaching, learning and assessment requires improvement**

Teaching is variable. Staff do not always plan activities well enough to promote children's individual learning needs and good progress. Nevertheless, overall, the curriculum is broad and children generally enjoy attending. For example, babies and toddlers like sensory experiences, such as play with water, sand and porridge oats. Pre-school children delight in planting broad beans and developing role-play games. This helps to develop their exploratory skills, imaginations and sense of the world. The nursery special educational needs coordinator is suitably knowledgeable. She helps identify children who have special educational needs and/or disabilities. These children benefit from some appropriate support. The gaps in children's attainment begin to close, albeit slowly.

### **Personal development, behaviour and welfare require improvement**

Due to weaknesses in teaching and the planning, children sometimes struggle to choose activities, they often become easily disinterested and do not fully absorb in learning. Nevertheless, staff promote children's physical and emotional well-being in many ways. For example, staff ensure children drink plenty of water and eat well. They also foster good hygiene. Staff encourage taking exercise. Children enjoy negotiating climbing equipment outside. Staff promote being respectful and kind. They help children adhere to the nursery behaviour boundaries and follow the daily routines. Staff find out about children's home lives, cultures and languages. They help children learn about similarities and differences. Children develop a positive self-image and a sense of self-worth.

### **Outcomes for children require improvement**

Overall, children do not yet progress as well as possible from where they started. Nevertheless, children develop some confidence and independence. For example, they learn to manage their self-care needs from a young age. Children learn to take turns, be patient and play well with others in groups. They also develop communication, language and literacy skills. Children enjoy music and singing sessions and sharing stories with their teachers. Therefore, children gain the basic skills they need to move on to school.

## Setting details

<b>Unique reference number</b>	EY395645
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1104990
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Bright Beginnings (Persnore) Limited
<b>Registered person unique reference number</b>	RP529664
<b>Date of previous inspection</b>	29 October 2014
<b>Telephone number</b>	01386555351

Bright Beginnings Day Nursery registered in 2009. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and three hold appropriate early years qualifications at level 2. The nursery opens from Monday to Friday all year around. 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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