

Bright Beginnings

Caretakers Bungalow, Bedale High School, Fitzalan Road, Bedale, North Yorkshire, DL8 2DU



Inspection date

27 June 2018

Previous inspection date

15 April 2015

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 are skilled early years practitioners who have a strong understanding of how young children learn and develop, overall. They provide a wide range of experiences that helps children to make good progress in their learning.
- Partnerships with parents are strong. They say how well their children are helped to settle into nursery and how included they feel in their child's learning. Joint strategies help parents and staff to work together to help children manage their behaviour.
- Staff work extremely well with external professionals, who are also known to children. This provides a seamless approach to supporting children's individual needs.
- Links with local schools are good. Opportunities, such as visits, are made. This supports children's emotional needs well, when they leave nursery and move on to school.
- Staff feel very well supported by the manager. Regular supervision meetings and observations of their teaching help staff to improve the effectiveness of their role.

It is not yet outstanding because:

- Some children, particularly those who are at an early stage of holding pencils or crayons, are not consistently provided with activities to extend their early writing skills fully.
- Arrangements for sharing children's assessment information between staff are not fully effective. Staff supporting children, other than those in their key group, are not always fully aware of what children need to learn next, to promote their achievements to the highest level.

What the setting needs to do to improve further

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

- extend opportunities for all children to extend their early writing skills to an even higher level
- strengthen arrangements for sharing children's assessment information between staff so that their learning is consistently built upon.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Nicola Jones

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a comprehensive understanding of how to keep children safe and well. They know whom to contact if they have any concerns about a child's welfare. Parents are fully aware of safeguarding practices, such as not using their mobile phones while in the setting. The manager spends time daily working with staff and children in their rooms. This gives her first-hand knowledge of what is working well and helps identify areas for improvement. Changes to practice made over time are documented very well and show how children's learning has been improved. Children's assessment information is reviewed thoroughly. This helps to identify where individuals or groups of children may require additional help, to narrow possible gaps in their learning.

Quality of teaching, learning and assessment is good

The manager and her experienced staff team place a high focus on developing children's communication and language skills. Highly effective teaching and intervention strategies are used to help children, including those who have special educational needs and/or disabilities, to strengthen their speaking skills. Additional funding is used particularly well to extend children's skills even further. Staff support very young children well to explore their surroundings. Training has a positive impact on practice. For example, following training focused on the baby room, more sensory experiences have been provided for children to investigate. Staff support two- and three-year-old children very well. They use activities, such as small-group time, to promote children's awareness of rhymes and songs. Older children enjoy learning about the natural world. For instance, they make comments and draw pictures about how caterpillars develop into butterflies.

Personal development, behaviour and welfare are good

High standards of care are provided for children, especially those who appear unwell or tired. Strong information sharing with parents ensures staff are aware of children's emotional and physical needs, to provide consistency in the care children receive. Children are happy, confident learners who clearly enjoy the time they spend in nursery each day. They develop strong relationships with staff and make friendships with their peers. Children's physical health is promoted very well. Effective procedures, such as putting sun cream on when the weather is hot, help to keep children safe and well.

Outcomes for children are good

Children make good progress in their learning. They develop the key skills needed for starting school. Two- and three-year-old children demonstrate strong speaking skills for their age. Many children use complex sentences to talk and express themselves. Older children are developing good early reading skills. They have awareness of alliteration, confidently naming objects beginning with letters of the alphabet. Some children write their name independently and some use resources, such as their name card, as a guide.

Setting details

Unique reference number	EY359478
Local authority	North Yorkshire
Inspection number	1093129
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 - 11
Total number of places	38
Number of children on roll	56
Name of registered person	Bright Beginnings Day Care (2007) Limited
Registered person unique reference number	RP523364
Date of previous inspection	15 April 2015
Telephone number	01677 422941

Bright Beginnings registered in 2007. The nursery employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including the manager who 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 and those eligible for early years pupil premium.

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