

# Bright Beginnings Day Nursery

Coventry House, Station Road, PERSHORE, Worcestershire WR10 2DB



<b>Inspection date</b>	14 May 2019
Previous inspection date	22 November 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
Effectiveness of 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

- There have been significant improvements since the last inspection. Staff are appropriately deployed and they supervise children well. Risk assessments are effective and children's safety and welfare are promoted.
- The dedicated management team and staff work well together. They take on board the advice and guidance from other professionals. This helps drive improvements forward and enrich the outcomes for children.
- Parents express how caring and considerate the staff are and that their children love coming to nursery. They enjoy reading the regular updates about their child's progress on the secure online system.
- Staff know the children well. They plan and provide a range of well-resourced and interesting activities that encourage children to try out new experiences and test their ideas.
- Babies and children settle with ease and form close relationships with their key persons and other staff who care for them. This helps them to feel safe, emotionally secure and happy at nursery.
- Staff use their increasing skills and knowledge to effectively identify differences in children's learning. They seek early intervention and involve external agencies to ensure children receive targeted support to help them catch up with their peers.
- Occasionally, staff do not encourage children to follow good hygiene routines or provide enough opportunities for children to increase their understanding of the importance of making healthy choices.
- Partnerships with some of the schools that children will attend are not as effective as others in helping to prepare children for moving on to school.

## What the setting needs to do to improve further

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

- enhance opportunities for children to help raise their awareness of how effective hygiene practices and making healthy choices contribute towards their well-being
- build on the partnerships with all of the schools that children will attend to further support and prepare children for the next stage in their learning.

### 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**  
Lucy Showell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Managers and staff know how to recognise the possible signs and symptoms of abuse and who to contact if they have any concerns about a child's welfare. Leaders proactively monitor performance and provide regular support and coaching to help staff to fully understand their joint and individual roles and responsibilities. Staff attend training courses and complete research. They share their increased knowledge with their colleagues to help drive improvements and enhance the quality of the provision.

### Quality of teaching, learning and assessment is good

Staff have worked hard to implement and embed effective systems to fully support children's learning. They successfully observe and assess each child and plan activities and experiences which are carefully matched to their needs, interests and stages of development. Staff exchange information regularly with parents about how their child is progressing and how their learning can be supported at home. They skilfully interact with children, adapting their approach for individuals and groups of children. Staff know when to follow children's interests and promote them well. They enthusiastically talk to children and engage them in their play. Pre-schoolers enjoy taking turns to count as their friends hide objects around the room for them to find. Toddlers are captivated in well-planned adult-led experiences. They listen intently to favourite stories, recall familiar parts and recreate the characters using a range of innovative resources, making the story come alive.

### Personal development, behaviour and welfare are good

Staff carry out detailed risk assessments and regular safety checks of the environment and activities. Children's safety and welfare are fostered well. Staff gather key information from parents about individual care routines and needs. Babies benefit from forming close bonds with attentive staff. They enjoy cuddles and comfort when needed and show their delight as staff respond to their babbles. Staff are good role models. Children receive plenty of praise and 'high-fives' for efforts and achievements. They respond well to gentle reminders and clear boundaries, are respectful and behave well. Staff focus on ensuring that transitions for children are as smooth as possible. There are lots of opportunities for children to play and eat together, getting to know one another and all the staff before moving into the next group. Children benefit from plenty of fresh air and exercise each day, choosing and moving between activities inside and outdoors.

### Outcomes for children are good

Children are making good progress from their starting points and develop key skills needed, in readiness for their future learning. They learn to communicate their needs and thoughts and are becoming confident and independent. Babies use simple words and gestures to show what they want to do next. Toddlers are developing self-care skills, helping to put their sun cream on and having a go at putting on their shoes to go outside. Pre-schoolers are increasingly aware of safety and show care and consideration to others. They remind one another to blow or stir the custard to cool it down before eating.

## Setting details

<b>Unique reference number</b>	EY395645
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	10086232
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Bright Beginnings (Persnore) Limited
<b>Registered person unique reference number</b>	RP529664
<b>Date of previous inspection</b>	22 November 2018
<b>Telephone number</b>	01386555351

Bright Beginnings Day Nursery registered in 2009. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. 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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