

Inspection of Bright Beginnings Pre-School Ltd

Felmores End, Pitsea, Basildon, Essex SS13 1PN

Inspection date: 24 October 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are highly engaged in their learning. They spend a long time concentrating on the stimulating activities provided. For example, children imagine they are shopkeepers. Children behind the shop counter use pretend paper money in their cash registers. Shoppers fill their shopping trollies to the brim and queue to pay. This learning is extended further as children enjoy trips to the local shop to buy milk. Staff assist children in handing over payment. This helps children learn about the world around them in intelligent and practical ways.

Children feel safe and secure as staff are consistent with their expectations for behaviour. Staff help children to use the sand timer to share the shopping trollies fairly. Staff patiently explain that they have to wait for the timer to run out before it is their turn. Children develop their handwriting muscles through daily exercises. They thoroughly enjoy rolling balls of play dough, pinching, poking and patting it as they strengthen their pincer grip. Children are experts at making play dough themselves. They watch fascinated as the flour changes colour and texture when they stir it and mix in coloured water. Staff add interesting language, such as the word 'sprinkle', as children knead ingredients.

What does the early years setting do well and what does it need to do better?

- Managers and staff are passionate about teaching children how to communicate. For example, they give children the skills to make their feelings known and needs met through sign language. Staff teach children impressive words on a daily basis. Children are learning a broad vocabulary. Staff plan and support children's individual progress needs in innovative ways. Children enthusiastically explore the areas of the mouth that help with speaking and practise making sounds during circle time.
- Partnerships with parents are excellent. Parents comment that staff are exceptionally good at supporting their children. Children with special educational needs and/or disabilities are particularly well cared for. Parents say that staff go the extra mile for them. Staff give parents regular feedback and communication. Parents are delighted with the progress that their children are making.
- Managers are ambitious and nurturing. They commit fully to supporting staff. Managers provide staff with many opportunities to develop their expertise through training initiatives. They delegate supervisory roles to staff that allows them to grow in confidence. Managers place a high priority on staff's well-being. Staff work well as a team. They communicate well and are positive role models for children. They are respectful and thoughtful.
- Children develop an early awareness of how other people live. For instance, they meet older people who live in the community when managers invite residents of the local care home to a Christmas morning. Children sing songs and make their

visitors cards and presents to take home with them. Children are very well behaved. They are able to make their own choices and staff encourage them to be independent. Children are kind and caring. For example, older children play gently with children who are new to the setting. They are calm and reassuring, sharing their toys.

- Staff are vigilant in making sure that children follow a nutritious diet. They teach children about the benefits of healthy eating. Children thoroughly enjoy making bread rolls and watching them rise in the oven. They learn how to roll the dough out with rolling pins. However, sometimes, children do not have access to resources that build on what they know and help extend learning even further.
- Children relish their time out in the garden. They play an energetic game of hide and seek. The very youngest children are learning to count to 10. They try hard not to peek between their fingers as their friends hide. Children invent a ball game with cones and spend time making up lots of rules. They are confident and motivated to win. However, when playing outdoors, staff do not provide children who prefer to learn outside with consistent opportunities to develop their early literacy skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders use robust recruitment and induction arrangements to ensure staff are suitable for their roles. Managers and staff complete regular safeguarding training to ensure their understanding of their responsibilities to report any concerns about a child's welfare or the actions of adults working with the children. Staff are aware of indicators that children and families may be in need. They act quickly to ensure that families receive the support that they need. Staff are vigilant in following procedures when children are absent and they monitor children's attendance closely. This helps them to protect children's welfare.

What does the setting need to do to improve?

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

- review and develop further the availability of resources to help children to build on what they know and extend their learning even further
- seek to provide more opportunities to develop children's early literacy skills in the garden, for those who prefer to learn outdoors.

Setting details

Unique reference number	EY422878
Local authority	Essex
Inspection number	10127333
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	52
Number of children on roll	79
Name of registered person	Bright Beginnings Pre-School Ltd
Registered person unique reference number	RP903604
Telephone number	01268 450 025
Date of previous inspection	9 July 2013

Information about this early years setting

Bright Beginnings Pre-School Limited registered in 2010. The pre-school employs 19 permanent members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, nine at level 3 and five at level 2. One of the managers holds early years professional status. The pre-school opens Monday to Friday during term time only. Sessions are from 8.45am to 11.45am and 12.30pm to 3.30pm. A lunch club is available between 11.45am and 12.30pm every day. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Angela Doherty

Inspection activities

- The inspector and the three managers carried out a learning walk around the setting to understand how the early years provision and the curriculum are organised.
- The inspector and a manager carried out a joint observation and shared an evaluation of practice.
- The inspector spoke to a number of parents and considered their comments.
- The inspector looked at evidence of staff's training and suitability.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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