

# Inspection of Bebright Preschool

Saddlers Mead, Spalding, Lincolnshire PE11 3GW

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Inspection date: 14 July 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show that they thoroughly enjoy spending time in this nurturing and welcoming environment. They eagerly separate from parents and rush to be with their friends and staff. Children are greeted with beaming smiles and a cheery welcome from all staff. Children show genuine care for their friends. They hold their friend's hand to show them around and give each other cuddles. This contributes to children feeling happy, safe and secure. Children behave well and are supported to use good manners. For example, they are reminded to say 'thank you' to others when they give them toys.

The environment children play in is attractively arranged. They access a superb range of activities and resources, which they explore with curiosity. For example, children sit at an antique dressing table, and pretend to brush their friend's hair. Children show their imaginative skills when they pick up wooden planks and tell visitors they have a 'guitar'. Staff have high expectations of children's learning. When children talk to staff about their previous experience of planting runner beans seeds, staff take them to the garden to look at the ones that are growing. They help children to understand that the flowers on the plant turn into beans. As a result, children deepen their understanding of how vegetables grow.

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

- The well-qualified managers show a genuine enthusiasm and passion for their work with children. They evaluate the quality of the pre-school and recently identified that due to the COVID-19 (coronavirus) pandemic, children had fewer opportunities with their parents to access local play parks. As a result, they purchased more climbing equipment to broaden children's physical skills. Children develop their core strength and balance when they climb on apparatus.
- The managers and staff develop good partnerships with parents. They offer parents suggestions about how they can continue to support their children's learning at home. For example, they have developed a 'Rainbows End' hut in the car park where parents can gather ideas for activities, such as how to make dough and bubble mixture with their children. Children borrow books to take home for parents to read to them. This encourages children to develop a love of stories.
- Staff are aware of those children who speak English as an additional language. They know that these children do not always hear the English language spoken at home. Staff broaden children's experiences of hearing and using the English language in the pre-school. Children begin to speak confidently in English and in long sentences.
- The managers and staff support children to be emotionally ready for their move on to school. They invite teachers to meet children in the pre-school and take

children to see the school building. Children have opportunities to interact and get to know their new teacher and to become familiar with the school they will attend.

- Staff provide opportunities for children to develop their thinking skills. They ask them a good range of questions and allow children time to respond. This gives children time to think and process information before answering.
- The managers and staff team provide good quality care and learning experiences for children with special educational needs and/or disabilities. They work closely with parents to support children's individual needs.
- Staff use the curriculum to plan different opportunities for children, such as to develop their literacy skills. They ask children to repeat familiar phrases from favourite stories. Children draw pictures of a wolf and tell staff that they will make a house from 'bricks'.
- Staff promote positive behaviour. They encourage children to take turns, for example when they want to swing on a seat in the nature garden. Staff suggest that children use a sand timer to help them understand the concept of time and when it is their turn. However, occasionally, when children do not follow the rules when they use equipment, staff do not explain to them the reasons why the rules are in place.
- Staff do not always plan group activities well enough to ensure that the younger children receive the support they need.
- Staff encourage children to be independent. An example of this is when they provide opportunities for children to select their own cup and plate and serve themselves during snack times.

## Safeguarding

The arrangements for safeguarding are effective.

Staff refresh their safeguarding knowledge when they attend regular training courses and staff meetings. The managers and staff have a good knowledge of child protection, including how to identify the signs of abuse, neglect and extreme views and beliefs. Furthermore, they know to follow local referral procedures if they have a concern about a child or member of staff. Thorough procedures and checks are in place when the managers recruit new staff to work with children. This contributes to children's safety and welfare. Staff talk to children about potential risks when they use technological devices to access the internet. They give parents information about how they can keep their children safe online at home. This promotes children's safety.

## What does the setting need to do to improve?

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

- help staff to consistently support children to understand why rules and

boundaries exist and how they can keep themselves safe

- support staff to consider the abilities of children participating in group activities and to increase the support for younger children.

## Setting details

<b>Unique reference number</b>	EY561510
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10190939
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Bebright Classes Limited
<b>Registered person unique reference number</b>	RP561509
<b>Telephone number</b>	01775 527161
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bebright Preschool registered in 2018 and is in Spalding, Lincolnshire. The pre-school employs 13 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, five at level 3, one at level 6 and one who holds qualified teacher status. The two managers hold early years teacher status and qualified teacher status. The pre-school opens from Monday to Friday during term time. Sessions are from 8.15am to 3.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Hayley Ruane

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in her evaluation of the pre-school.
- The managers and the inspector completed a learning walk together of all areas of the pre-school and discussed how they intend to implement the curriculum.
- The inspector observed the quality of education 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 carried out a joint observation with the managers.
- The inspector held a meeting with the managers. She reviewed relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

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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