

Inspection of Bright Beginnings Woodlands

Woodland C P School, Heathgate, Skelmersdale, Lancashire WN8 6QH

Inspection date: 7 December 2021

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

What is it like to attend this early years setting?

The provision is good

Staff motivate children by planning a range of interesting activities. Children enjoy playing with flour, using a variety of tools to make marks. They work together to create marks of different sizes, solving problems and involving adults in their play. Children select tools to create different size marks in the flour. Children encourage each other and delight in their achievements. Staff teach children to follow rules and praise children who behave well. Therefore, children's behaviour is excellent.

Children arrive at the setting happy and eager to learn. They laugh and sing together as they join in energetic dance sessions. For example, they copy actions to songs which helps to build their muscle control and coordination. Children develop their finger muscles as they dig in the sand and pour water between containers. They thread hoops onto uncooked spaghetti, using their forefinger and thumb. These activities help to prepare children to develop their early writing skills.

Due to the COVID-19 pandemic, parents do not currently enter the nursery. Staff ensure they regularly share information, so that children feel valued. Children are happy and enjoy their learning. They quietly enjoy books in the comfortable reading area. They sit and enthusiastically turn pages and look at the pictures. Children develop a love of reading as they select their favourite books and delight when adults read to them. Children are encouraged to expand their vocabulary as they repeat unfamiliar words and to join in with parts of the story. These skills prepare children for the next stage in their learning.

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

- Leaders prioritise children's personal and social development. Staff praise children for being kind and encourage children to help each other. This helps children to form positive relationships with adults and each other. Children share toys and show respect for their friends. They play together happily and encourage each other. For example, when children complete jigsaws, others excitedly clap.
- Children enjoy playing with water and containers. Staff demonstrate ways to look at size and measurement by investigating if a bucket is half full. This helps children to learn in a meaningful way and start to develop mathematical concepts while they play.
- Children are beginning to learn about the world around them. However, they have limited opportunities to learn about cultural differences. Children are not always best supported to understand the diversity within their local community and in modern Britain.
- Leaders and managers work effectively to support parents, in helping their

children learn at home. Parents feel they can approach staff for help and support. Leaders support children with special educational needs and/or disabilities well. Staff liaise closely with other professionals, settings and parents to ensure all children succeed.

- Children are developing their independent skills as they learn to do things for themselves. For example, they independently put aprons on for messy activities. Staff support children in toilet training and establishing good hygiene routines, such as handwashing. Children learn about healthy choices in food and are encouraged to eat the healthy choices from their packed lunch.
- Children are happy and settled in the nursery and are very familiar with the routines that staff have implemented. Children listen well and follow instructions well throughout the day. For example, they begin to tidy up when they hear a familiar song.
- Staff quickly offer comfort and support if children become upset, which supports them to feel safe and valued within the environment. Children eagerly seek out adults to share their achievements or for seeking affection if they are feeling sad.
- Managers provide activities that build on children's previous learning. However, less-experienced staff are not always clear on what children need to learn. This means they do not always promote and extend children's learning consistently.
- The managers complete regular regular evaluations of the setting. They consider views of staff, parents and children. The manager has an accurate view of what improvements can be made.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment and vetting procedures help to check the suitability of staff working with children. The manager and staff regularly update their safeguarding knowledge through training, discussions and staff meetings. Staff confidently identify the signs that indicate a child may be at risk of harm from abuse or neglect. Staff understand how to report child protection concerns and how to follow the whistle-blowing procedure if concerned about the practice of other staff members. The children are well supervised as child-to-adult ratios are always followed. The nursery and outdoor area are routinely checked for risks to ensure children are kept safe from harm.

What does the setting need to do to improve?

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

- increase opportunities for children to learn about similarities and differences between themselves and those in their communities
- tighten the induction process for new staff, so they are aware of their roles and

responsibilities in helping children learn.

Setting details

Unique reference number	EY559745
Local authority	Lancashire
Inspection number	10194124
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	25
Name of registered person	Bright Beginnings Neighbourhood Nursery Initiative Ltd
Registered person unique reference number	RP526679
Telephone number	07973582565
Date of previous inspection	Not applicable

Information about this early years setting

Bright Beginnings Woodland registered in 2018. It operates from the grounds of Woodland Primary School in Skelmersdale. The nursery employs six members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three at level 3, one at level 4 and one at level 6. The nursery opens Monday to Friday from 7.30am until 6pm, all year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Deborah Magee

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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