

Inspection of Bright Beginnings

Dering Way, Gravesend, Kent DA12 2JJ

Inspection date: 6 April 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is good

Children are very confident, happy and content within the setting. They interact with familiar staff, who have been in post for long periods of time. Children receive a caring and compassionate approach to their care. They show kindness and care towards others, the staff and their peers. Children who are new to the setting receive reassurance, time to settle, individual attention and plenty of cuddles. This helps to highly promote their ongoing emotional well-being and welfare.

Children thoroughly enjoy exploring the outside world. They play in a very well-resourced outside play area, that provides challenges and stimulates children's imagination and discovery. Children express themselves through movement and use of space. For example, toddlers squeal with delight at the wind blowing in their hair and the effect it has on the car-washing role play equipment.

Children show a great interest towards others, be it staff, their peers or visitors. They show high levels of compassion towards others when they are hurt or upset. They are very aware of their surroundings, taking care of resources and responsibility towards tidying up and following instructions for their safety. They know the difference between right and wrong and confidently inform staff of unacceptable behaviour. Staff are very positive role models for children, working collaboratively to provide highly consistent approaches to children's care.

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

- Staff know children extremely well throughout the setting. They know what children can do and what they want them to learn next. Children make independent choices and lead their own play successfully. Staff provide challenges and stimulating experiences for all children linked to their individual stages of development. Children question why things work or do not work. For example, they explore drain pipes and guttering to see what fits down it and what they need to do if it gets stuck. They develop critical thinking, learn about mathematical concepts and talk the problems through together.
- Children's communication and language are supported extremely well. Staff listen intently to children's conversations and use effective questions to help children to think for themselves. Children express themselves through words, gestures and expressions. Young children join in repetitive songs and stories to help develop vocal patterns and confidence to develop their speech. Older children use complex sentences and questioning in their play. They extend their vocabulary frequently by listening to staff's effective speech.
- Children with special educational needs and/or disabilities (SEND) have very high levels of recognition and support. Staff provide a very positive environment to help children make progress in all their areas of development. Highly qualified

and experienced staff work prolifically with a wealth of other professionals to introduce individual progress plans. Children's achievements are highly celebrated, however small.

- The management and leadership team are proactive in their approach. For example, they highlighted a need for a SEND room to provide for children with complex and ongoing development and care needs. They successfully adapt the provision and activities to provide an inclusive service to meet the needs of local families.
- Staff are constantly developing their practice through a range of training courses, professional development and discussions within the setting. They are eager to extend their knowledge and skills. However, some staff lack confidence and direct leadership to accept change and recognise their strengths, to enable new practice to be successfully implemented into everyday practices, for example staff's confidence to use their knowledge of how to support children's ongoing development.
- Children have a very clear understanding about healthy lifestyles. They know the importance of drinking water to keep their bodies healthy and food that makes them grow. Children take pride in achieving independent toileting skills and washing their hands. They understand the importance of exercise, testing their abilities with movement and the use of fixed and movable equipment.
- Partnerships with parents are very positive. Parents talk about the personal touch, with staff who are knowledgeable and caring. They feel part of a family, gaining high levels of support to promote children's learning at home. Parents share their children's experiences from home. Staff use this well to enrich children's experiences and their understanding of their own lives and the community in which they live. Children enthusiastically talk about new homes, a new baby or holidays and share these experiences with their friends.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a vast amount of knowledge, experience and confidence in the procedure to follow if they have a concern about a child in their care. They work extensively with other agencies to provide a consistent approach to promoting children's ongoing welfare. Staff are constantly updated through training and information to support their development in child protection. They are fully aware of the signs and symptoms that may trigger a concern. Children play in a very safe and secure environment. Staff encourage them to assess risks themselves, to know their own abilities and how safe it is to try new physical activities.

What does the setting need to do to improve?

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

- develop staff's confidence and skills to accept change and to enable new practice to be successfully implemented to consistently support children's ongoing needs.

Setting details

Unique reference number	126993
Local authority	Kent
Inspection number	10219664
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	0 to 7
Total number of places	110
Number of children on roll	232
Name of registered person	North Kent College Governing Body
Registered person unique reference number	RP907049
Telephone number	01322 629641
Date of previous inspection	30 August 2016

Information about this early years setting

Bright Beginnings registered in 2004. It is owned by the North Kent College and is set in the grounds of the college in Gravesend. The nursery is open weekdays, from 8am until 6pm. The setting receives funding to provide free early education for children aged two, three and four years. There are 30 staff. All of these hold a qualification at level 3, two have a further qualification at level 5 and one has early years teaching status.

Information about this inspection

Inspector

Claire Parnell

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the room leader.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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