

Inspection of Bright Start Nursery

Mortimer House, 24 Hartsdown Road, Margate, Kent CT9 5QT

Inspection date: 12 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enter the nursery. Staff instantly engage children in conversations about the exciting activities they have ready in the rooms. Children settle very quickly into this family orientated, homely nursery. They enjoy freely selecting their favourite toys to play with. Children confidently explore their surroundings and engage readily with staff. They smile as they cuddle up to their key person.

Children show exemplary behaviour. They are caring, sensitive and kind towards their friends. They enjoy gently brushing each other's hair and giggling while playing hairdressers. Children like to show each other new skills, such as rolling play dough and making play dough 'surprises' for each other. They focus on activities, listen well and participate fully to benefit from the learning opportunities on offer.

Staff provide a range of interesting activities. Younger children have fun exploring with paint and water activities. Older children enjoy sensory ice play and learn how to care for animals. Staff have high expectations for all children. They ensure all children can benefit from the activities on offer, including those with special educational needs/and or disabilities (SEND). The curriculum is skilfully planned to build on what children already know and their current interests. For example, they use the children's love of dinosaurs to create a sand play activity, freeing dinosaurs from blocks of ice and painting dinosaur fossils.

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

- Leaders and staff provide an ambitious curriculum for all children, including those with SEND. Additional funding is used to support all children with SEND to access the learning. For example, staff provide toys and books to support children's emotions, and adapt the physical environment to better suit their needs. This supports all children to make good progress in their learning.
- Staff are skilful at linking learning across activities. For example, children bring back mint leaves that they have grown from forest school. Staff use them to create a sensory ice tray with tools and a minty play dough activity to explore oral hygiene. This provides a continuation and expansion of knowledge and skills for children.
- Staff support children's speech development well. They ask questions to help children express themselves. For example, older children enjoy talking about Peggy the tortoise and her different body parts. Staff model language well as they introduce new vocabulary to younger children as they play with water. They talk about the way that water moves using words such as 'bubbles' and 'drip'. However, some staff do not always make the most of opportunities to extend children's language as they play alongside them.

- Children are taught by staff to be kind to one another and to listen and share. For example, children work well in group times to watch, listen and help each other, even praising their friends on good work. This helps them to learn about respect, build positive relationships and understand others.
- Children demonstrate a positive attitude towards learning. They show high levels of curiosity, concentration and enjoy engaging in all the activities. They ask adults questions and interact well with their peers. They fully benefit from the learning opportunities provided and are well equipped for their next stage of education.
- Staff are good at helping children to celebrate their similarities and differences. They incorporate learning about different cultures and languages into activities. For example, the babies enjoy dancing to Romanian music, and children enjoy sampling foods and using role-play toys from different cultures. This helps children to develop a positive sense of self.
- Staff implement a strong key-person system throughout the nursery. For example, relationships with babies are sensitive, stimulating and responsive. Babies gaze into staff's faces and smile and babble, while being cuddled. This allows children to be confident and form secure attachments.
- Leaders have a clear and ambitious vision to continually improve outcomes for all children. Leaders are highly supportive of staff and families, creating a caring and stimulating environment where children thrive. Parents say that they feel that 'the needs of the children are at the heart of everything', and they 'couldn't ask for more from a nursery setting'.
- Leaders provide staff with regular training opportunities to enhance their knowledge and practice. Staff share the overall vision of ensuring that all children in their care receive the best tailored learning in order to make good progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a clear understanding of child protection and the wider aspects of safeguarding. Staff complete regular training to update and expand their knowledge. Additional training is undertaken to ensure staff are aware of pertinent local issues, and how to support the well-being of children. Staff are clear about their responsibility to follow safeguarding procedures and the importance of making prompt referrals should they have any concerns about a child. This supports children and their families' well-being. Staff undertake effective risk assessments of the nursery environment, which helps to reduce and minimise any potential hazards. The manager follows safer recruitment procedures to make sure that staff are suitable to work with children.

What does the setting need to do to improve?

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

- strengthen practice to ensure that all staff make the most of all opportunities to extend children's communication and language.

Setting details

Unique reference number	EY452173
Local authority	Kent
Inspection number	10228730
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	78
Number of children on roll	135
Name of registered person	Thanetchildcare Limited
Registered person unique reference number	RP911065
Telephone number	01843228014
Date of previous inspection	30 January 2017

Information about this early years setting

Bright Start Nursery registered in 2012 and is in Margate, Kent. It is open Monday to Friday from 7.45am to 6pm, for 50 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs 23 members of staff, of whom one holds early years professional status and qualified teacher status, two are qualified at level 6, 16 at level 3, three at level 2 and one is unqualified.

Information about this inspection

Inspector

Nina Harvey

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.
- Leaders and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation with the leader, spoke with staff, interacted with children and viewed appropriate documentation.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views about the setting with the inspector.

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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