

Inspection of Brighter Beginnings Day Nursery Limited

Inspection dates:

18 to 20 May 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Brighter Beginnings Day Nursery Limited (Brighter Beginnings) is an independent learning provider that is based in Oldham, Greater Manchester. The provider specialises in apprenticeships in the early years sector. They received a contract to offer apprenticeships in January 2018. They started to train apprentices in February 2018. Prior to this, Brighter Beginnings was a subcontractor. At the time of the inspection, there were 164 apprentices on standards-based apprenticeships. Of these, 42 were aged 16 to 18 and 122 were aged 19 and above. Almost half of apprentices were on the level 3 early years educator apprenticeship. There were 38 apprentices on the level 2 early years practitioner apprenticeship. There were 25 on the level 5 early years lead practitioner apprenticeship and 16 were on the level 3 team leader/supervisor apprenticeship. A few apprentices were on the level 3 business administrator apprenticeship and the level 3 supporting teaching and learning apprenticeship.

What is it like to be a learner with this provider?

Apprentices enjoy their training and are motivated to learn and succeed. Tutors and learning facilitators have high expectations for apprentices, which means that apprentices develop their confidence rapidly and improve their resilience. For example, level 5 early years lead practitioner (EYLP) apprentices chair team meetings and lead safeguarding and accident management training for nursery staff. They analyse their own leadership styles and complete reflections about their own personal development.

Apprentices benefit from high-quality training because tutors and learning facilitators use their early years expertise and experience adeptly so that apprentices develop the specific knowledge, skills and behaviours that they need to work with children, parents and colleagues in the early years sector. For example, level 5 EYLP apprentices produce flowcharts and use these to implement workplace policies to help new staff understand their roles and responsibilities. Level 3 early years educator apprentices (EYE) learn about choking hazards for young children and how to reduce these risks when preparing food and snacks. As a result, apprentices work increasingly independently.

Apprentices complete additional learning courses. For example, they complete courses and modules such as dyslexia awareness, behaviour management techniques, literacy and numeracy development in children and mental health awareness. This extends apprentices' learning beyond the minimum requirements of the apprenticeship and supports the knowledge, skills and behaviours needed for their job roles.

Apprentices feel safe and are safe. They benefit from specific training in safeguarding, the 'Prevent' duty and online safety. Apprentices revisit specific aspects of the training such as sexual harassment and the risks associated with radicalisation and extremism during off-the-job training and reviews of their progress. Consequently, apprentices know how to keep themselves and the children they work with safe. For example, apprentices can clearly articulate their responsibilities for safeguarding in the workplace and to whom they should report any safeguarding concerns.

What does the provider do well and what does it need to do better?

Leaders and managers have a well-thought-out rationale and vision for providing apprenticeships related to early years. They use their extensive experience of day nursery provision to design apprenticeships that support apprentices to develop and apply their substantial new knowledge, skills and behaviours in the workplace.

Leaders have highly developed plans for helping to grow the size of the workforce in the early years sector. They work collaboratively with stakeholders and employers such as local authorities to develop apprenticeships that meet skills needs locally

and nationally. For example, leaders ensure that apprenticeships support the 'Getting to Good' agenda for early years provision in Manchester.

Managers, tutors and learning facilitators plan the curriculum systematically and effectively to build on apprentices' previous learning and skills. On- and off-the-job training is planned carefully with employers to ensure that apprentices practise what they have learned in the off-the-job training so that they develop their skills and knowledge over time. For example, level 3 EYE apprentices learn about theories of child development early in the apprenticeship before completing a longitudinal study of an individual child in their workplace.

Apprentices, including those with special educational needs and/or disabilities (SEND), receive skilful support from staff. For example, staff use creative strategies such as when adapting assessments for apprentices with SEND.

Alternative arrangements such as online and remote learning and one-to-one sessions help apprentices who are unable to attend off-the-job training due to staff shortages, to catch up with their work. Consequently, most apprentices make good progress.

Apprentices on level 5 EYLP apprenticeships receive valuable feedback from their tutors and learning facilitators following written and practical assessments. This feedback helps them to improve their knowledge and skills in the workplace. For example, apprentices act on written feedback and improve the quality of their work such as grammar and accurate referencing of sources.

Level 3 EYE apprentices do not receive sufficient feedback from their tutors and learning facilitators following written assessments. Feedback does not identify what apprentices need to do to improve their work. Tutors and learning facilitators do not consistently set specific targets following assessments or reviews of apprentices' progress for the behaviours and skills that L3 EYE apprentices need to develop. As a result, these apprentices do not always know what they do well and what they need to do to further improve their knowledge skills and behaviours.

Tutors and learning facilitators do not teach apprentices well enough the techniques they need to help them master the skills they need to improve their mathematics and to pass their mathematics examinations. Consequently, apprentices are under-prepared for their examinations. Almost three quarters of apprentices fail on the first attempt. A few take several attempts to achieve their mathematics qualifications.

The large majority of apprentices do not understand fully what they need to do to prepare for their final assessments and examinations. They are unaware of the grades they can achieve. Tutors and learning facilitators introduce the requirements for final assessments too late when apprentices are near to completing their apprenticeship. Leaders and managers have recently taken action to improve this. As a result, apprentices who have recently started their apprenticeship have a good understanding of final assessments and examinations and the potential to achieve distinction grades.

Governance is well established. Governors are suitably experienced in the early years and further education and skills sectors. Governors have a good understanding of the strengths and weaknesses of the provision. They provide suitable challenge to senior leaders and hold them to account. Governors set challenging targets for improvement that they review frequently.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have put in place appropriate processes and policies that staff use effectively to ensure apprentices and staff are kept safe. Staff teach apprentices to keep themselves safe inside and outside the workplace, for example identifying controlling and coercive behaviours and the 'spiking' of drinks in pubs and night clubs. Rigorous procedures are in place for apprentices to report safeguarding concerns. Extensive links with external agencies such as Sure Start outreach workers, Oldham and Manchester safeguarding teams, mental health support workers and housing associations ensure that safeguarding staff take rapid and effective actions when concerns are raised.

What does the provider need to do to improve?

- Leaders and managers should ensure that all apprentices have a good understanding of the requirements of final assessments, examinations and the grades available, early in the apprenticeship so that apprentices and their employers know about and can practise for their assessments.
- Tutors and learning facilitators need to make sure that level 3 EYE apprentices receive specific feedback and targets following assessments and reviews of their progress that tells them what they do well and what they need to do to improve their knowledge, skills and behaviours.
- Leaders and managers need to ensure that the teaching of mathematics and examination techniques helps apprentices master the skills they need to achieve their mathematics qualifications.

Provider details

Unique reference number	1280331
Address	Ace Mill, Gorse Street, Chadderton Oldham OL9 9RJ
Contact number	07919184084
Website	https://www.brighterbeginnings.co.uk/early-years-training/
Principal/CEO	Gill Race
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the director of training and nurseries, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Anita Pyrkotsch-Jones, lead inspector	Her Majesty's Inspector
Liz Duncan	Ofsted Inspector
Emma King	Ofsted Inspector
Suzanne Horner	Her Majesty's Inspector

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022