

# Inspection of Bright Beginnings (hull) Limited

Scout Association, Scout & Guide Hut, Mill Lane, Kirk Ella, Hull, Yorkshire HU10 7QY

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Inspection date: 13 June 2022

<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 settle quickly and feel secure in this inclusive and welcoming pre-school. They have formed warm and trusting bonds with the caring staff, who offer reassurance if children feel unsettled. Children are confident and independent learners, and swiftly become immersed in their play and learning. They collaborate well with their peers and staff. For example, children work well together to dig up vegetables and discuss what the vegetables are.

Staff have high expectations of children and are positive role models. They speak calmly and gently to children. This helps children to have positive attitudes. Staff manage children's behaviour well. They praise them for their good behaviour, for example, when children are being kind or using good manners. Children learn how to work as a team, share resources and take turns.

Staff engage in meaningful conversations with children and listen carefully to what they say. They use their knowledge of what children know and can do to plan a selection of well-organised activities across the curriculum. Children's interests and learning needs are incorporated into activities. Older children practise their independence skills in preparation for school. For example, they use real clothes in the role-play area to practise getting changed and try different types of fastenings.

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

- Children learn to manage their self-care needs on their own. For instance, they use the toilet themselves, and wash and dry their hands. Children help with small tasks, such as washing their own plates and cups after snack time. This helps them to gain a sense of responsibility.
- Parents talk very highly of the pre-school. For example, parents feel that staff are welcoming and know their children well. They comment that their children make good progress, and have increased their independence and confidence. Parents state that staff communicate well with them. They particularly like the online platform, which provides information on the pre-school's activities and ideas to extend children's learning at home. Parents feel involved in their children's learning.
- The manager evaluates the ongoing performance of the pre-school. Staff feel that they receive good support and are given meaningful professional development opportunities. All staff are encouraged to share new knowledge during staff meetings. This helps staff to feel valued and appreciated.
- An effective key-person system helps children to feel safe and secure throughout their time at the pre-school. Staff get to know children well and prioritise building nurturing relationships with them. They show respect and consideration when changing children's nappies. Staff talk to children during these times to let

them know what is happening. This has a positive impact on children's confidence and emotional well-being.

- Staff plan activities which allow children to take the lead in their own learning. During song time, children adapt well known songs and rhymes. At story time, children confidently suggest what might happen next in the story. Children understand that their opinions are important.
- Children's numeracy skills are well supported across the pre-school. For instance, children roll dice, count the dots and place a beanbag on the correct number. This assists children in learning early mathematical language.
- Children enjoy the time they spend outdoors. Staff plan a range of exciting activities to promote children's natural curiosity and eagerness to learn. For example, children delight in planting seeds and discussing what they will grow into. Children become keen and motivated learners, playing alongside enthusiastic staff.
- Children take regular trips into their local environment. They visit local shops and the library. Children enjoy 'hiding' books in their community for other children to find and read. This helps children to develop children's love of literacy.
- Children express themselves confidently because staff focus on communication and language throughout the pre-school. When children need additional support, staff work effectively with other professionals and use guidance to develop children's vocabulary. However, occasionally staff repeat children's incorrect pronunciation of words, for example 'horsey'. This means that children do not hear and learn to use the correct pronunciation of words.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that all staff receive regular training and updates about child protection and safeguarding issues. Staff confidently discuss a wide range of safeguarding issues, such as children being exposed to extremist views or female genital mutilation. They know how to report any concerns they may have about any children or the adults they encounter. The manager has robust recruitment procedures in place to ensure that all staff are, and continue to be, suitable to work with children. Staff attend paediatric first-aid training to help them respond quickly to an emergency.

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

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

- help children to use and hear the correct pronunciation of words to extend their language skills further.

## Setting details

<b>Unique reference number</b>	2551042
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10215734
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 5
<b>Total number of places</b>	50
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Bright Beginnings (Hull) Limited
<b>Registered person unique reference number</b>	2525180
<b>Telephone number</b>	07917215829
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Beginnings (hull) Limited registered in 2019 and is located in Hull. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications. The pre-school opens during term time from 9am until 3pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Suzanne Thompson

## 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 managers joined the inspector on a learning walk, and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- 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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