

Inspection of Bright Beginners Nursery

120 Wicker, Sheffield, South Yorkshire S3 8JD

Inspection date: 17 June 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 separate from their parents confidently and are keen to play with their friends. Staff provide a warm, nurturing environment for children and show genuine care for their well-being. Children are keen to explore their surroundings and begin to develop good levels of self-confidence.

Staff draw on children's interests and abilities to create exciting learning spaces. These help children to experience all the areas of learning in a practical way and to achieve well. During the inspection, children were enthusiastic about the seaside, after being inspired by the large outdoor 'beach' role-play area. Children count shells and describe how the sand feels between their toes.

Most children who attend this nursery come from diverse cultural and ethnic backgrounds. Staff have high expectations for all children to achieve and do well. They treat each child as an individual and provide an inclusive environment. For example, staff encourage parents to provide key words in their child's home language and to share special celebrations.

Children's behaviour is very good. They listen to staff and follow instructions well. Staff support children to learn about healthy food choices. During mealtimes, staff talk to children about what they are eating. They discuss where the food has come from and how it changes from uncooked ingredients into the food on their plates.

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

- The curriculum for children is interesting and exciting. Staff provide opportunities for children to broaden their experiences and build secure foundations for their future learning. For example, staff focus on helping children to become independent in their self-care from an early age.
- Children, including those with special educational needs and/or disabilities, learn well. Leaders know what they want children to be able to do by the time they leave the nursery. All staff share leaders' high expectations for all children to succeed.
- Staff carefully identify children's skills and knowledge when they start at the nursery. They work collaboratively to plan next steps for children and to create learning spaces, which capture their interest and help them to learn. For instance, children enjoy spending time in the multi-sensory room, exploring with lights.
- Staff have very close relationships with children and meet their care needs effectively. For instance, staff who work with babies know their routines for sleeping and when they will become hungry. They soothe babies who have just woken up and provide cuddles for reassurance. Older children know they can go

to staff to ask for help and show confidence in their own ability.

- Leaders provide children with opportunities to learn about a range of faiths and cultures. Children welcome visitors from places of worship and learn about important celebrations, such as Diwali. They learn about differences and similarities in appropriate ways, for example, through stories and pictures. These activities help children to develop attitudes of tolerance and respect for others.
- Lunchtime is a sociable experience for children. They chat happily to each other and to the staff, who help them learn how to use a knife and fork. Children enjoy pouring their own water and cutting up their own food. However, children are not consistently given opportunities to gain independence at other times during the day.
- Leaders support families and direct them to other services, ensuring that children's needs are well met. Leaders have good relationships with other professionals. They understand how to access early help services in a timely manner to make sure that children receive the support they need.
- Leaders and staff give the development of children's language skills high priority. Staff use every opportunity to model speaking and use new vocabulary. The routine use of Makaton supports all children with language and communication skills. However, staff do not always ensure that their speaking and reading of English enables children to hear and speak vocabulary well.

Safeguarding

The arrangements for safeguarding are effective.

The manager is the designated safeguarding lead for the nursery. She is supported in this role by her deputy, who has also completed lead safeguarding training. Staff have a good awareness of their roles and responsibilities to safeguard children, including the broader aspects of safeguarding. They have undertaken suitable child protection training. Staff know that if they are worried about another member of staff's behaviour towards children, they must report this without delay to the local authority designated officer. Staff complete regular child protection and paediatric first-aid training, so that their knowledge remains current. The manager follows safer recruitment procedures to ensure the suitability of staff, and takes steps to assess their ongoing suitability.

What does the setting need to do to improve?

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

- ensure that language is modelled effectively to enable children to hear and develop their own language and vocabulary well
- offer children further opportunities to develop their independence by consistently allowing them to carry out more tasks for themselves.

Setting details

Unique reference number	EY432460
Local authority	Sheffield
Inspection number	10071903
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	1 to 4
Total number of places	30
Number of children on roll	55
Name of registered person	Sarah Godwin, Margaret Kissoondyal, Tara Kissoondyal Partnership
Registered person unique reference number	RP530911
Telephone number	0114 2721771
Date of previous inspection	14 December 2015

Information about this early years setting

Bright Beginners Nursery re-registered in 2011. It is open Monday to Friday, from 7.30am to 6pm, for 52 weeks of the year. There are six members of staff. Of these, one has early years teacher status, one has a qualification at level 5 and four have level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Yvette Brown

Inspection activities

- This is the first routine inspection the provider has 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated 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.

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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