

# Inspection of Bright Start Cliftonville

144 Northdown Road, Cliftonville, MARGATE, Kent CT9 2QN

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Inspection date: 19 August 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

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 have strong bonds with all the staff. They settle quickly and use staff for reassurance when needed. Staff provide nurturing care, such as giving children hugs when they need them. Children's care is highly tailored to each individual. Staff use each child's preferences when they provide comfort. Children love to talk and share their thoughts, feelings and ideas with each other and with staff.

Staff have high expectations of children. Children behave well and understand the rules of the setting. During circle time, they eagerly remind each other of the rules, such as no running, so that they do not get hurt. Children develop their independence skills through everyday routines. For instance, they pour their own drinks at snack. Children are encouraged to be independent thinkers as well as being creative. For example, children want to test out what happens when you mix milk and water and what it then tastes like. Staff skilfully support children as they test out their ideas. They praise children's efforts even if the experiment does not go to plan. This helps to build children's self-esteem.

All children, including children with special educational needs and/or disabilities (SEND), make good progress from their starting points. Staff skilfully use impromptu moments to develop children's knowledge. For example, children learn about shadows when they wonder why part of the garden has gone dark.

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

- Leaders and managers are passionate about their provision. They are dedicated to providing good quality education to children.
- Managers are highly reflective. They have a strong understanding of the quality of education being provided. They value the importance of continuous professional development for staff.
- Managers have a clear understanding of their curriculum and what they want children to achieve. There is a strong focus on supporting children's emotional well-being. However, the curriculum is not yet fully embedded for all staff. Managers recognise that their supervision processes have not fully supported staff in embedding this knowledge.
- Children with SEND have their needs met very well. All staff are passionate about ensuring children with SEND make excellent progress and benefit from their time at nursery. Children's next steps are highly tailored to what is ambitious yet achievable for each individual child. Managers have developed very strong partnerships with other services, such as the specialist nursery school. This enables children with SEND to access support they ordinarily would not be able to. It also enables staff to receive specialist training on supporting children with SEND.

- Children enjoy the range of activities provided. However, at times, staff do not fully consider the amount of support some children will need to take part in activities and so not enough staff are available to ensure all children get the support and engagement they need.
- Parents praise the nursery and the way that staff work in partnership with parents. Staff are always willing to provide additional support and advice to parents. They offer 'a listening ear' to help alleviate any worries. Staff also provide support for parents through 'home-learning' bags which children can borrow.
- Managers have a very good understanding of children's backgrounds and home lives. They ensure they provide children with experiences that relate to their home lives. For example, children visit the local shops and purchase foods from their own cultures to bring back to nursery. Staff work hard to offer experiences children may not have had. For example, children regularly take part in forest school where they can explore freely and take risks safely.
- Children and parents with English as an additional language are supported well. Staff ensure children feel included. For example, their home languages and cultures are celebrated through everyday routines.
- Additional funding is used very well to meet the needs of each individual child. For example, they use the funding to provide resources to support children with toilet training. This helps children make good progress with their personal, social and emotional development.
- Staff feel well supported by managers and leaders. They comment on how much managers and leaders care for their well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders, managers and staff have a secure understanding of safeguarding. They demonstrate a strong knowledge of the signs and symptoms that may suggest a child is a risk from harm. Leaders, managers and staff have a clear overview of local safeguarding concerns and actions to take should there be a concern about a child. Leaders and managers know how to refer concerns and allegations to the local authority using local safeguarding processes. Staff ensure they keep their knowledge up to date through regular training during staff meetings. Children learn to keep themselves safe in the sun. They know to wear a hat and put on sun-cream so they do not get burnt.

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

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

- support staff to gain a more detailed understanding of the curriculum intent, so they can focus their teaching more precisely on what children need to learn next

- review staff deployment to ensure all children taking part in learning experiences can benefit from the attention and support they may need to get the most from the activity.

## Setting details

<b>Unique reference number</b>	EY539011
<b>Local authority</b>	Kent
<b>Inspection number</b>	10250661
<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>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Thanetchildcare Limited
<b>Registered person unique reference number</b>	RP911065
<b>Telephone number</b>	07794363283
<b>Date of previous inspection</b>	29 November 2018

## Information about this early years setting

Bright Start Cliftonville registered in 2016. It is situated in Cliftonville, Margate. The nursery employs 14 members of staff, of whom 12 hold appropriate early years qualifications at level 2 or above. The manager holds a level 6 qualification in early years education. The nursery is open Monday to Friday, from 8am until 5pm, for most of the year. The nursery provides funded early education for two-, three- and four-year- old children.

## Information about this inspection

### Inspector

Natasha Jarvis

## 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 manager explained the curriculum intentions to the inspector during the learning walk.
- The inspector took part in discussions with the leadership team and staff during the inspection.
- The manager and the inspector observed and evaluated an activity together.
- The inspector observed staff and children throughout the day.
- Parents shared their views with the inspector through discussions.
- The inspector sampled relevant documents.

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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