

Inspection of Bright Beginnings

Firbank Crescent, Warminster BA12 0BY

Inspection date: 16 November 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are exceptionally motivated and eager to learn in the welcoming and well-maintained playrooms. Staff have high expectations for the children to achieve. They provide a rich and varied curriculum tailored to children's individual needs and abilities. For example, children excitedly learn new sounds and letters and are focused to find the letters in other words, such as their name. Babies explore a range of fruit and vegetables and staff use single words to describe them, such as 'hairy' when talking about a coconut. Local schools' comment on how well prepared the children from this nursery are for the next stage in their learning and move to school.

Children behave extremely well and older children clearly know and understand the boundaries and expectations. For example, one child explains to another child that they will use the sand timer and, when it finishes, it will be their turn.

During the COVID-19 pandemic, staff worked very closely with parents. They kept staff and children in separate groups and provided parents with food parcels. Management are reviewing parents coming into the setting on a more regular basis and are implementing this shortly. Parents comment that staff know their children exceptionally well and, in particular, those who have additional needs. Staff support the child and the family extremely well. In addition, staff have identified children who need extra support with their communication and language and their personal, social and emotional development. They have put activities in place to support those areas of learning.

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

- Management and staff work exceedingly well together. The management team is exceptionally passionate about providing children with the best start in life. The manager and deputy are inspirational to the staff, leading by example. There are excellent procedures in place to make sure that staff have regular meetings on an individual and group basis. Training opportunities are provided on a variety of subjects to help staff in their role. For example, staff have recently attended 'Five to thrive' training and are using the information gained in their daily practice, improving what they provide to children, such as new experiences and resources for babies and toddlers.
- Children with special educational needs and/or disabilities are particularly well supported. Staff know the children exceptionally well and ensure that they work closely with other professionals and parents to make sure they get the help and support they need to make progress in all areas of their learning.
- Highly-skilled staff implement an effective curriculum based on children's individual needs. They have recognised the need to focus on communication and

language and personal, social and emotional development to specifically target helping children with these areas. For example, children enjoy activities in enhancing communication and language. These are in small groups to make sure the children get the help they need. These activities involve lots of singing rhymes and practising sounds and words. Consequently, children are progressing very well in these areas.

- Children make the most of the exceptionally well-resourced outside area. Staff adapt it to children's individual needs and interests. For example, staff create an area based on 'Frozen', with material and hanging snowflakes. The children actively engage using their imagination, and staff provide additional resources to extend their learning.
- The management work exceptionally closely with the army personnel, in particular the welfare officer, that enables them to provide targeted support for children and their families. For example, providing additional funding and support with any adaptations to housing needs.
- Children show a keen sense of belonging and the dedicated staff help them celebrate their achievements. This is evident throughout the nursery from babies to pre-school children. They are keen to involve visiting adults in their learning, showing high levels of confidence. For example, children invite them to join in their play or read a story with them.
- Partnerships with parents are very strong. Parents report that staff know their children exceptionally well. Communication is effective with staff passing on information about their children's progress as well as activities they can do at home to support their children's learning.
- Staff place a high emphasis on safety and encourage children to identify risks and how to minimise these. For example, children skilfully manoeuvre around an obstacle course at different heights. A child recognises that they need to take their dressing-up clothes off, otherwise they may trip and fall. Staff are exceptionally well organised in teaching children about emergencies that may occur, when they will need to leave the nursery quickly. They have an evacuation box with everything they need, which they can grab quickly. This includes emergency contact numbers, an evacuation rope that children can safely hold and high-visibility vests.

Safeguarding

The arrangements for safeguarding are effective.

Well-trained staff know their roles and responsibilities to keep children safe. They attend regular training to keep their knowledge in child protection and safeguarding up to date. Management have clear procedures to follow in the event of a concern about a child's welfare. They regularly test staff knowledge through questioning, discussions at staff meetings and during their one-to-one supervision sessions. Staff complete dynamic risk assessments and are constantly reviewing the potential hazards, while enabling children to learn about keeping safe.

Setting details

Unique reference number	145860
Local authority	Wiltshire
Inspection number	10262790
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	56
Number of children on roll	71
Name of registered person	Warminster Bright Beginnings Committee
Registered person unique reference number	RP520039
Telephone number	01985210308
Date of previous inspection	2 December 2016

Information about this early years setting

Bright Beginnings registered in 1969 and moved to its current building in 2010. It is situated in the community centre on army quarters in Warminster, Wiltshire. The nursery is open from 7.30am to 5.30pm, for 38 weeks a year. There are 18 members of staff, 15 of whom hold appropriate early years qualifications up to level 5. The setting provides funded hours for children age two, three and four years.

Information about this inspection

Inspector

Lorraine Sparey

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector completed a learning walk with the manager to talk about the curriculum and how they support each child with their learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The manager and inspector completed a joint observation and talked about the quality of teaching observed.
- The management team met with the inspector to discuss how they monitor and evaluate the provision and ensure staff are providing high quality care and education. The inspector also reviewed documentation, such as staff checks and staff supervision.
- The inspector spoke to parents to gain their views about the setting.

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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