

# Inspection of Bright Beginnings Nursery

41 Snowberry Crescent, Denvilles, Havant, Hants PO9 2FE

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Inspection date: 14 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 form positive relationships with staff, who know them well. Children show that they feel settled, secure and comfortable in staff's care as they confidently interact with them or seek cuddles and reassurance. Children's uniqueness is recognised and supported effectively. For example, staff talk to children in languages spoken at home by some families as well as English. Children behave well. Staff promote their understanding of respect and using good manners. Children develop awareness of their emotions and how to recognise their own and others' feelings. This helps children learn to respond sensitively to their friends. For example, a child offered a cuddly toy to their friend, to try and comfort them.

Staff demonstrate a good understanding of how to support and build on children's learning. Overall, they provide consistently good interactions to promote children's knowledge and skills. During planned activities, staff positively engage with children and introduce new vocabulary as they play and interact with children. This helps to extend children's communication and language skills. Children develop good levels of concentration and maintain a strong interest when exploring activities. Younger children and babies gain good confidence in exploring different sensory materials, such as sand, foam and cotton wool.

Children generally learn to take care of themselves well. They learn to brush their teeth and follow regular handwashing routines, such as before eating. Children gain confidence in managing appropriate risks, for instance when using large climbing equipment outside or balancing along a beam.

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

- The management and staff team understand the impact of the COVID-19 pandemic on some children's learning. They have introduced effective support to help children develop their communication and language skills and to support their emotional well-being.
- Staff understand the intent of the curriculum. They have a good knowledge of children's learning needs, including those who need extra support. Staff plan children's next steps in learning effectively and take account of their individual interests. This helps children engage effectively in planned activities and promotes their good progress. However, at times of routine changes in both rooms, some staff focus more on the task, such as tidying up. This means that children are not always engaged purposefully for short periods of time.
- Staff say they feel supported in their work and well-being by the management team. The management team monitors and evaluates staff's practice well. They regularly work with the staff. This helps to model good-quality practice to staff. The management team securely identifies staff practice issues when these arise.

The manager holds individual meetings with staff to review their work and professional development needs. A recently obtained online training package provides accessible training to staff, to help build on their understanding of good early years practice. Staff use their new knowledge from training to plan activities for children, such as those related to science, technology, engineering and maths (STEM).

- Children develop their independence well. They learn to serve their own food and pour their own drinks. Babies, toddlers and older children make their own choices about their play, such as from resources and activities. Staff praise and encourage children positively. This promotes children's confidence and self-esteem effectively.
- Staff encourage children to follow healthy lifestyles well, overall. Children have daily access to outdoor areas, which helps to encourage fresh air and physical activity. Children develop their large physical skills, such as learning to pedal wheeled toys. Staff encourage children to eat their healthy meals and snacks and to try new foods. They talk about the vegetables and how these are good for their bodies, to help them grow. At times, staff do not consistently raise children's awareness of keeping their noses clean or assist younger children promptly with this developing skill.
- The communication between parents, carers and staff is good. Information is regularly shared between staff and parents. Staff provide regular feedback about children's days, activities and development. This helps to encourage effective two-way communication. Parents praise the work of the staff highly and the support their children receive.
- Staff provide tailored support to children with special educational needs and/or disabilities, to meet their needs successfully. They work in close partnership with parents and outside professionals to support these children's individual needs consistently. Additional funding is used effectively, including to provide specific training for staff and one-to-one support for children.

## Safeguarding

The arrangements for safeguarding are effective.

The management team implements effective recruitment processes. They follow secure procedures for new and less experienced staff. This includes ensuring that they are always supervised with children. There are regular reviews of staff's suitability, to check they remain suitable to work with children. The designated safeguarding leads and other staff understand their responsibilities to safeguard children. They know how to recognise signs of concern about children and other adults. They have an appropriate awareness of referral processes to relevant outside agencies. Staff promote children's safety at the premises securely, such as through safety equipment and completing risk assessments.

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

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

- review how staff manage changes in the daily routine, to ensure these are managed to keep children consistently and purposefully engaged at these times
- build on staff's support for children's developing self-care skills, to help promote their further awareness of taking care of themselves.

## Setting details

<b>Unique reference number</b>	EY393698
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10228498
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Bright Beginnings Nursery Limited
<b>Registered person unique reference number</b>	RP909322
<b>Telephone number</b>	02392450758
<b>Date of previous inspection</b>	13 February 2017

## Information about this early years setting

Bright Beginnings Nursery Limited registered in 2009. It is situated in Denvilles in Havant, Hampshire. The nursery is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year except for bank holidays and a week at Christmas. The nursery receives funding to provide free early education for children aged two, three and four years. The provider employs 14 staff to work with the children. Of these, eight staff hold early years qualifications at level 3 and one staff member holds a qualification at level 2. In addition, two staff hold relevant qualifications at level 6 and level 7.

## Information about this inspection

**Inspector**  
Sheena Bankier

## 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 management team explained the curriculum intentions to the inspector and what they want children to learn over time.
- Discussions and meetings were held with the management team and staff during the inspection.
- The manager observed and evaluated an activity with the inspector.
- Some parents discussed their views and provided feedback about the nursery.
- Children chatted to and interacted with the inspector.
- The inspector observed children's interactions with staff, their routines and activities and evaluated the impact of these on their learning and development.

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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