

# Inspection of Bright Beginnings Private Day Nursery Limited Company

Barton Turn, Barton under Needwood, BURTON-ON-TRENT, Staffordshire DE13  
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Inspection date: 12 April 2023

<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 show a real sense of belonging, behave well and feel safe in this nurturing environment. They quickly settle into their chosen activities and thoroughly enjoy their play. Those children who are new are given the attention they need to help them settle. Pre-school children are inspired by the story of the three little pigs. This leads to them using adhesive tape and a variety of materials to create their own structures. They are confident speakers and easily recall which materials are the strongest to build a house. Others show sustained levels of interest and solve problems as they use pretend house bricks, foam and tools to create walls and towers.

Staff are creative in their approach. For example, toddlers are intrigued by the pretend cobra snake and are eager to look for the baby snakes hanging around the room. Activities are used skilfully to support children's communication and language development. Later, these children increase their physical skills as they jump over a decorated rope, which simulates a snake. Visual props are used extremely well to capture children's interest. For example, babies eagerly look in the song bag, take out an item, and sing and rock during the singing session.

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

- The prime focus is using children's assessment information and incorporating their interests and popular books into the daily planning to inspire them to learn. In addition, staff use the natural environment and the changing seasons to provide a challenging curriculum, which quickly captures children's curiosity. Staff skilfully plan and sequence activities to build on what children know and can do, to help them progress.
- The registered individual, who is also the manager, provides good support and coaching to the acting manager during this period of transition. All new staff, including the management team, benefit from a detailed induction process to ensure that they are clear about their roles and responsibilities. They also benefit from effective staff supervision, coaching and training to develop their knowledge to enhance children's care and education.
- Staff establish successful relationships with parents and this ensures a strong sharing of information to help support children's learning. Parents are very complimentary about the electronic application that is used to share information about their children's development and care. They find the information uploaded by staff useful in supporting their children's learning at home. They report that staff are kind, genuinely caring, and know their children very well. They are impressed by the progress their children make, particularly in their language and social skills.
- There are strong systems in place to work with other professionals to support

children with special educational needs and/or disabilities (SEND). Any additional funding is used for extra staff to ensure children's individual needs are met. Staff adapt activities to help children with SEND join in and use a good range of strategies to increase their communication skills.

- Staff place a sharp focus on preparing children for school and many of the girls excel in their literacy and mathematical development. Staff provide a varied range of literacy and mathematical activities for children to enjoy indoors and outdoors. However, boys are often not as motivated as the girls by the writing and mathematical activities, and their attainment is not as high.
- The programme for understanding the world is strong in relation to offering children a rich range of meaningful experiences to learn about the natural world. For example, the forest-school sessions are used to help children learn about the changing seasons and about animals and their habitats. Staff encourage children to talk about their families and experiences at home. However, staff do not create enough opportunities for children to learn about communities beyond their own experience.
- Supporting children's health and emotional well-being is a high priority. Children are encouraged to talk about their emotions and feelings. Children benefit from nutritious meals and staff teach children about the importance of healthy eating, good oral hygiene and exercise.

## **Safeguarding**

The arrangements for safeguarding are effective.

There are effective recruitment and vetting procedures in place to ensure that staff are suitable to work with children. Child protection is a clear priority. For example, the staff's knowledge of safeguarding issues is tested daily by the management team during their morning learning walk. Staff have a good understanding of the various types of child abuse and the possible signs and the safeguarding procedures in place. The nursery is safe and clean and detailed risk assessments are carried out to ensure children's safety on the premises and on outings. In addition, the children's age and maturity are considered when undertaking any high-risk activities, such as using tools and the firepit.

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

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

- provide increased opportunities for children to learn about communities beyond their own experience to increase their knowledge of diversity
- support staff to gain a deeper understanding of how to provide appealing writing and mathematical activities for boys to help raise their attainment even further.

## Setting details

<b>Unique reference number</b>	EY371332
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	10280137
<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>	0 to 4
<b>Total number of places</b>	47
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Bright Beginnings Day Nursery Ltd
<b>Registered person unique reference number</b>	RP910765
<b>Telephone number</b>	01283 712 112
<b>Date of previous inspection</b>	8 September 2017

## Information about this early years setting

Bright Beginnings Private Day Nursery Limited Company registered in 2008 and is in Burton-on-Trent. The nursery opens from 7.30am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs 17 members of childcare staff. Of these, one holds an early years qualification at level 6, one holds a qualification at level 5, 13 hold a qualification at level 3, one holds a qualification at level 2 and one is unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first inspection the nursery 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 setting.
- The inspector, the manager and the acting manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out joint observations with the acting manager.
- The inspector held a meeting with the manager, acting manager and deputy. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector took account of the views of parents.

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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