

Inspection of Bright Beginnings

93 Enys Road, Eastbourne BN21 2DX

Inspection date: 21 September 2023

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 are very happy in this welcoming nursery. They form positive relationships with the other children. From a very young age, babies show a real interest and curiosity in the other babies and begin to develop an awareness of others. Staff interact with children well. They are kind and caring, and children quickly form strong attachments with them.

Leaders have created an exciting and ambitious curriculum. It takes account of each child's age and developmental stage and allows children to develop the skills they need for future learning. Babies and children have ample time to practise new skills and become competent in learning new tasks. For example, in the older baby room, in preparation for independent feeding, babies practise using spoons to scoop up coloured rice. They move the rice from one container to another, showing good levels of coordination.

Staff prepare children well before they transfer from one room in the nursery to another. They make sure that children have the skills they need to manage the more challenging routines. For example, before toddlers move upstairs to the pre-school room, staff make sure that children can confidently negotiate the stairs.

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

- The provider leads a dedicated team of staff that feels appreciated and valued for the work it does. Staff confirm they have access to regular training and progression opportunities. They meet with leaders regularly to review their practice and will often seek out further ways to develop their skills. Leaders monitor the quality of provision closely and set high expectations of themselves, the children and their team.
- The quality of teaching is good. From a young age, babies' attempts to babble and communicate with adults are valued and built on. Staff support the development of language through effective narration as babies play and explore. Staff further support children's love of stories by repeating favourite books, such as 'The Gruffalo' and 'The Very Hungry Caterpillar'. Children enjoy hearing these stories regularly and join in with refrains as they recall the sequence of the story. Toddlers develop good language skills as staff know them well. They use play experiences, such as role play, to help develop children's use of language through imaginative games.
- Children demonstrate very positive attitudes towards learning. They are actively encouraged to play, explore and develop curiosity as they experiment with new things. Staff help them to build confidence as they learn new skills and encourage them to try again when tasks are initially difficult. Throughout the routine, children have good opportunities to practise their skills. However, this is

not used fully in pre-school at lunchtime, where staff often do things for children instead of letting them try for themselves.

- Children behave well and show care and respect for others. They are kind to their friends and play together well. For instance, toddlers work together to create a large-scale dinosaur model with staff. The daily focus on personal affirmations helps each child to feel special, valued and respected.
- The nursery provides a spacious, clean and nurturing environment. Children move around the spaces freely and easily. However, the organisation of pre-school is less effective in supporting children's learning. At present, children have to move rooms frequently, which sometimes interrupts their ideas and creativity.
- Parents are very happy with the level of care their children receive. Parents describe the staff as 'amazing'. Many parents praise the way in which new children settle into the nursery quickly and form positive relationships with the staff from a very early stage.
- All children make good progress in their learning and development, including children who need extra help. Provision for children with special educational needs and/or disabilities is good. Leaders work closely with parents and other professionals to identify each child's learning needs, and they then plan for these well. Funding is used appropriately to offer individual support for children who need it. This helps children to benefit from more focused teaching and accelerates the levels of progress they make.

Safeguarding

The arrangements for safeguarding are effective.

Children's safety is given the highest priority. Good attention is paid throughout the nursery to keeping the premises safe and secure. Staff have a good understanding of the role they play in keeping children safe. Older children are fully aware of the importance of staying safe and not talking to strangers. Staff complete regular training in safeguarding and know what action to take if they are concerned about a child's welfare or the conduct of a colleague. Leaders make sure that staff have access to relevant information to help them refer any concerns independently should they feel the need to do so.

What does the setting need to do to improve?

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

- make better use of the lunchtime routine for older children to enrich their learning experiences
- improve the routines for older children to ensure their learning styles are continually planned for and their play and exploration are not interrupted.

Setting details

Unique reference number	EY490981
Local authority	East Sussex
Inspection number	10301565
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	0 to 4
Total number of places	56
Number of children on roll	152
Name of registered person	Tots and Time Out Limited
Registered person unique reference number	RP531873
Telephone number	01323 648484
Date of previous inspection	11 January 2018

Information about this early years setting

Bright Beginnings registered in 2004 and is one of two nurseries run by the provider. The nursery is situated in Eastbourne, East Sussex. There are 15 members of staff. Of these, 14 hold a qualification at level 2 and 3. The nursery owner is qualified to level 4. The nursery opens from Monday to Friday, for 50 weeks of the year. Sessions are from 8am until 5.30pm. Funding is accepted for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Jo Caswell

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 inspector carried out a joint observation of an activity with the acting nursery manager and evaluated the quality of teaching.
- The acting nursery manager completed a learning walk with the inspector and explained the nursery's curriculum and what they want children to learn.
- Staff spoke to the inspector at convenient times during the inspection and talked about how they plan for children's learning and what they do to keep children safe.
- Some parents spoke to the inspector to share their views. Other parents provided written feedback. The inspector took all parents' views into account.

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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