

Inspection of Bright Beginnings Pre School Petts Wood

St Francis Of Assisi Parish Hall, Greencourt Road, Petts Wood, Orpington BR5 1QW

Inspection date: 10 May 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Staff plan opportunities for children to spend extended periods of time outside in the fresh air. They encourage children to explore the natural environment in all weathers. Staff teach children to plant seeds and observe hatching butterflies. Children learn how to care for creatures and plants as they explore lifecycles. They are excited to learn about the world around them and share their knowledge with others.

Staff teach children ambitious new skills and knowledge. For example, children learn about the caterpillar's cocoon as they estimate how many legs he has. Across the pre-school, children have challenging opportunities to develop their physical strength. They use tweezers to grab bugs. They explore water by squeezing pipettes. Staff model to children how to use these tools and give children time to practise. Children develop confidence as they try increasingly tricky activities. They have positive attitudes to learning.

Staff have strong relationships with children. They use their knowledge of children's interests to encourage them to develop their own talents. Children feel valued and happy. Their warm relationships with staff help them to feel safe as they explore.

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

- The manager has a clear vision for a flexible curriculum that supports children's interests. She aims to create a warm and stimulating environment for all children. Staff consistently share this vision. They support children by promoting their interests and encouraging them to share what they know and can do. Children have high levels of self-esteem. They are well prepared for the next stage of their education.
- Staff use assessment effectively to identify gaps in children's learning. Where children have special educational needs and/or disabilities staff support them well. Staff work effectively with experts to access additional help where required so that children reach their developmental milestones.
- Staff plan focussed activities that enable children to persevere and try hard. Staff consistently support children to extend learning. Children develop skills and knowledge and deepen their understanding. However, staff do not always consistently promote challenge in self selected activities. On occasion, older children are not encouraged to choose from the most challenging resources. Older children are not always able to develop focus and concentration in play at the highest levels.
- The manager has a strong oversight of the rules and expectations in the preschool. All staff understand how to promote positive behaviour. Staff teach children to listen to each other and take turns. Children are respectful of each

other; they are sensitive to the needs of others. Across the pre-school children behave well.

- Staff support children to develop listening skills. They encourage children to hear and understand ambitious new vocabulary. Overall, children learn new language and use it in their play. However, on occasion staff do not always challenge children who lack confidence in speaking. For example, they do not always encourage children to repeat new language or respond to questions. On occasion, some children do not develop fluency at the highest levels.
- Care practices are effective. Staff teach children to wash their hands and explain about germs. Children learn that keeping themselves clean helps them to stay safe. Staff encourage children to do things for themselves. They support children to have a go themselves before asking for help. Children develop high levels of independence.
- Parents are happy with the care that children receive. They say that regular updates from staff help them to understand what children are learning. Parents report that the information they receive helps them to extend learning at home. They say that the staff are approachable and that they are able to talk to them about any additional support they need.
- The manager carries out supervisions of staff. She uses these to strengthen staff knowledge and understanding of their roles and responsibilities. There is a consistently strong understanding of shared practice. Staff are confident in their roles and report high levels of wellbeing.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- further develop the planning of self selected activities to help all children to consistently focus and concentrate at the highest levels
- build on good practise to support all children to develop speaking fluency at the highest levels.

Setting details

Unique reference number	2656646
Local authority	Bromley
Inspection number	10335678
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	32
Number of children on roll	22
Name of registered person	Da Silva, Fatma
Registered person unique reference number	2656645
Telephone number	07955605457
Date of previous inspection	Not applicable

Information about this early years setting

Bright Beginnings Pre School Petts Wood registered in 2021 and is based in Petts Wood in the London Borough of Bromley. The pre-school is open from 9am to 2pm, Monday to Tuesday and 9am to 12pm, Wednesday to Friday, term time only. The pre-school employs three members of staff, all of whom hold an appropriate early years qualification at level 3. The pre-school offers funded early education to children aged 2,3 and 4 years of age.

Information about this inspection

Inspector

Kate Daurge

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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