

Inspection of Bright Beginnings

North Kent College, Hadlow College, Oakfield Lane, DARTFORD DA1 2JT

Inspection date: 13 May 2024

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

What is it like to attend this early years setting?

The provision is outstanding

On arrival at this outstanding setting, children are greeted by exceptionally enthusiastic staff. Their caring and passionate nature immediately puts children at ease. Parents share important information about their children at handover that is to be passed onto their keyperson. Children are very happy to leave their parents at the door. They are confident and eager to engage in their play and quickly become deeply immersed in their learning. Children clearly demonstrate that they feel very happy and safe in the wonderful environment that has been created by the dedicated staff team.

Children of all ages behave very well across the setting. There are high expectations for all children, including those with special educational needs and or disabilities (SEND). For instance, consistent approaches to behaviour management are embedded across the setting. The skilled staff team support children exceptionally well to learn how to understand their emotions. They adapt their teaching strategies to meet the individual needs of children. Where needed, staff implement a personalised approach to ensure that swift and highly effective action is taken to support children when they struggle to regulate their own behaviour.

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

- The highly inclusive curriculum is planned exceptionally well by the management team and is embedded across the setting. The skilled staff team share the high-quality vision of the clear and ambitious curriculum. This ensures that all children, including those with SEND, make superb progress from their starting points. For example, the highly qualified staff team adapt teaching and employ a variety of strategies to ensure that all children can access learning. Children are highly engaged and motivated to join in as they explore an 'attention bucket'. They are curious and excited as items from the bucket are revealed by staff. Their understanding is further supported as staff routinely use Makaton and visual aids to help embed their learning.
- Communication and language are a high priority at this setting. The manager ensures that she maintains high staff ratios to enable a focus on children's individual needs. For instance, throughout each session children benefit from highly focused one-to-one sessions. The special educational needs coordinator (SENCO) works extremely closely with outside professionals to ensure that personalised intervention is delivered consistently across the setting. This continuity in highly effective teaching strategies ensures that excellent progress is made across the seven areas of the early years foundation stage. All children, including those with SEND, are more than ready for their next stage of education, especially school.
- Children are highly motivated and demonstrate an enthusiasm to learn. They

play in harmony with each other as they share resources and take turns. Their behaviour is excellent. For instance, children flourish as they spend time in the 'Forest School'. Children explore with clay and natural resources as they make faces on tree stumps. They understand how to keep themselves safe as they freely explore in the fresh air. Children know where they are allowed to explore and do not push the boundaries. They confidently demonstrate their understanding of why behaviour rules are in place and respond positively to adult requests when it is time to tidy up. Relationships reflect a positive and respectful culture.

- From a young age, children learn how to be independent and look after their bodies. Children spend large amounts of time outside in the fresh air. Staff use the garden to provide a wealth of opportunities for children to develop their physical skills and learn how to promote their own good health. For example, children thoroughly enjoy digging in the construction area. They use a range of real tools safely as they dig and fill a range of vessels to move mud around the garden. Children know when they need to rest and independently access their water bottles as they take a break from their play. Staff give clear and consistent messages to children. This has a positive impact on their physical and emotional development.
- The management and staff team are extremely dedicated and passionate about their roles and the tireless support they offer to their families is exemplary. For instance, highly supportive relationships are fostered with all parents. Where needed, families receive additional support that goes above and beyond what is expected. The manager utilises funding highly effectively, including to provide much needed respite to families during the school holidays. This ensures that all children achieve the best possible outcomes.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY270365
Local authority	Kent
Inspection number	10339155
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	1 to 4
Total number of places	66
Number of children on roll	77
Name of registered person	North Kent College Governing Body
Registered person unique reference number	RP907049
Telephone number	01322 629443
Date of previous inspection	3 July 2018

Information about this early years setting

Bright Beginnings registered in 2003. It operates from the Dartford campus of North Kent College in Kent. It opens from 8am to 6pm, all year round, except for one week at Christmas and bank holidays. The setting receives funding to provide free early education for children aged two, three and four years old. The setting employs 14 staff; of these, 13 have relevant childcare qualifications to level 3 and above, including two staff with early years professional status.

Information about this inspection

Inspector

Nicky Webb

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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