

Inspection of BrightStart@K3

Bright Start Day Nurseries, Unit 54, K3 Building (West Entrance), 200, Clough Rd,
East Yorkshire HU5 1SN

Inspection date: 18 March 2025

Overall effectiveness	Good
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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 build lovely bonds with children and confidently explain where each child is with their learning and what they need to do next. A wide range of activities and resources encourage children to follow their interests. For instance, children and staff create a chalk hopscotch. Children naturally learn about numbers and spatial awareness as they discover what number they can get to before running out of space. Children show self-control as they wait patiently to go outside. They start singing while waiting for their friends to join them. Staff enthusiastically join in, much to children's delight.

The support for children with special educational needs and/or disabilities and those who speak English as an additional language is highly effective. The leadership team put early interventions in place to support children from the very start of their journey at the setting. Managers and staff work very closely with other professionals and parents to ensure children can access the additional support they need. Children are supported by bilingual staff who help children in their home languages, while also supporting them to learn English. This carefully planned learning environment helps all children to learn and achieve to the best of their abilities.

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

- The flexible curriculum is planned based on the needs of children who attend. It builds on what they already know and can do. There is a strong focus on developing children's language. Staff introduce new words such as 'impressive' when children skilfully crawl down a slope and talk about 'crunching' as children crush cereal with their feet. Children are given time to think and respond to questions. For example, children are given time to recall that 'crabs have claws'.
- Staff plan activities that they know children will enjoy. Babies show pleasure in exploring the sensory activities throughout the day. Staff comment on what children are doing during these planned activities. For instance, they talk about the containers being 'full' and 'empty' and how they are 'scooping' the jelly. Babies thrive on these positive interactions. However, at times, staff do not have a deep enough understanding of their role in supporting children's learning, particularly during child-led play. When this teaching is less effective, children do not make as much progress as they could.
- Children develop a love of books. Core books are chosen each month to help children to become deeply engaged in the story. Songs and activities are chosen to enrich the story and bring it to life. For example, this month's book is based on plastic pollution in the sea. Songs are chosen relating to the topic, and activities are chosen to help children understand about caring for the natural environment.

- Staff support children's good behaviour and ensure they enjoy their time at nursery. Children learn to play alongside their friends and take turns. They understand that it is kind to let their friends 'have a go' with the sand moulds. Staff support children's feelings well. They acknowledge how children are feeling while still ensuring that they remember the expectations of the nursery. Experienced staff talk calmly and use effective strategies, particularly for those who speak English as an additional language, to help children understand their feelings.
- The leadership team supports staff very well. The well-being of staff and children is seen as essential. Staff take part in mindfulness training to better understand mental health. The management team continually reflects and evaluates the quality of provision. It is committed in ensuring that staff take up essential training and ongoing professional development. Parents are also invited to take part in some training. For example, parents can enrol on a first-aid course to understand how to help their children if they have an accident or injury.
- Partnerships with parents are trusting and supportive. Parents feel deeply involved in their children's learning. Children's progress and achievements are regularly shared. Parents are provided with ideas and offered books and activity bags from the lending library to extend learning at home. Children make good progress because learning is a continuous process for them.

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:

- develop interactions with children further to support their learning during self-chosen activities.

Setting details

Unique reference number	2713916
Local authority	Kingston Upon Hull City Council
Inspection number	10376626
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	49
Number of children on roll	40
Name of registered person	Bransholme Community Childcare Ltd
Registered person unique reference number	RP528676
Telephone number	01482821467
Date of previous inspection	Not applicable

Information about this early years setting

BrightStart@K3 registered in 2022 and is based in Hull. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6 and two at level 4. A further six hold early years qualifications at level 3. The nursery offers government funded places for childcare and receives additional funding for disadvantaged children.

Information about this inspection

Inspector

Suzzanne Thompson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times 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.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- 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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