

Bright Beginnings

North Kent College, Oakfield Lane, Dartford, DA1 2JT



Inspection date	3 July 2018
Previous inspection date	8 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff support children's emotional well-being extremely well. Children show great confidence within their learning environment, a strong motivation to learn and high levels of curiosity. This helps to prepare children for their next place of learning.
- Children have strong bonds with long-term familiar staff, who provide a safe and secure environment for children's play.
- The very dedicated staff show strong commitment towards their development through regular supervision, training and effective support from management.
- Children's understanding of mathematics is good. They use resources well to compare, sort and notice differences and similarities. For example, they match cheetahs and tigers as cats but notice differences between their spots and stripes.
- Staff provide a wide range of experiences that reflects all areas and stages of learning through a well-balanced provision of adult-led and child-initiated play.
- Staff work closely with school and other professionals to successfully support children's transition to their next place of learning.

It is not yet outstanding because:

- Staff do not always use existing observations of how children learn best to monitor any differences in teaching in the indoor and outdoor environment.
- The planning for children's next steps is not always as strongly effective during school holidays, when lower numbers of children attend, as it is during term time.

What the setting needs to do to improve further

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

- enhance the use of observations, to identify how and where individual children learn best and to help monitor the effectiveness of teaching in indoor and outdoor environments
- extend staff's knowledge of the importance of planning children's next steps continuously, even when low numbers of children attend.

Inspection activities

- The inspector observed activities and staff interactions with children in the indoor and outdoor areas.
- The inspector took into consideration the setting's self-evaluation.
- The inspector carried out a joint observation with the setting's manager.
- The inspector looked at a wide range of documentation, including policies, children's records and suitability checks for staff.
- The inspector spoke to parents and carers and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Regular training and discussions support staff's knowledge of procedures to follow if there is a concern about a child in their care. Staff take part in an evaluation programme to assess the effectiveness of their practice. They work closely with other settings to share good practice and identify areas to develop. Staff actively research ideas and activities to help improve the outcomes for individual children. Parents' positive relationships with their child's key person supports children's well-being. Parents feel part of their child's learning and enthusiastically help them towards their next steps in their development.

Quality of teaching, learning and assessment is good

Staff show considerable skills, during large-group activities to meet the differing needs of children's abilities, especially in the baby and toddler room. The setting is well resourced both inside and outside, with children freely exploring both environments. Staff are effectively deployed, using skilful questions to challenge and stretch children's thinking. For example, staff question children's understanding of the cycle of butterflies. They recall their experiences, while they release the butterflies. Staff notice children who find it difficult to engage with others and use positive interaction to encourage social play with their peers. Calm interaction helps to enhance children's concentration. In the main, staff support children's ongoing development well. They identify children's starting points, continue to observe their progress and plan activities to support their next steps.

Personal development, behaviour and welfare are outstanding

Staff promote children's physical well-being exceptionally well. Children have a very clear understanding of how to keep themselves safe through discussions, routines and good role models. They thoroughly enjoy outdoor play, using the space well to extend their skills. For example, they balance on the side of the sand pit and bounce on plastic trays. Younger children show control as they use a pincer grip to place small pegs carefully and precisely. They use spoons in their preferred hand and explore the texture of food between their fingers. They show they understand the importance of healthy living as they find their own drinks, put on hats and play in the shade during hot weather. They talk about hygiene practices, explaining that they can't eat until their hands are clean.

Outcomes for children are good

Children have a very clear understanding of the world around them. They confidently talk about volcanoes, whirlpools and melting ice. They use their play environment well to show the effects of heat and shade on ice. Children show a strong knowledge of letters and numbers, linking them to their name and age. Younger children express themselves through movement and song. They listen carefully to instructions as they, for example, move one leg in and one leg out to a familiar song.

Setting details

Unique reference number	EY270365
Local authority	Kent
Inspection number	1128858
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	66
Number of children on roll	79
Name of registered person	North Kent College Governing Body
Registered person unique reference number	RP907049
Date of previous inspection	8 July 2015
Telephone number	01322 629443

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.

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