

Bright Beginnings Childcare Centre

Mount Preston Street, Leeds, West Yorkshire LS2 9NQ



Inspection date	20 August 2019
Previous inspection date	30 March 2016

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

Summary of key findings for parents

This provision is outstanding

- The leadership and management of the setting is exceptional. All aspects of practice are closely monitored to ensure continuous improvements are made and intently focus on improving even further the outcomes for children. Staff, parents and children are fully involved in this constant reflective practice.
- Managers use very successful ways to engage parents in their children's learning. They share information through a broad range of effective strategies. For instance, parents attend workshops, such as how to promote children's potty training. Parents speak highly of the care their children receive.
- Staff provide children with inspiring outdoor spaces. They offer exceptional experiences and encourage all children to investigate and test out their ideas. Children develop a strong awareness of keeping themselves safe and have excellent opportunities to be physically active.
- The quality of teaching is inspirational and highly responsive to all children's needs. Staff plan meticulously, using what they know about the children. They expertly adapt activities to ensure that all children remain highly absorbed in their learning.
- Children with special educational needs and/or disabilities are fully integrated into the life of the nursery. Staff have developed highly effective partnerships and good communication with an extensive network of other professionals.
- Children are extremely confident, settled and happy. Staff are exemplary role models and have developed caring and fun relationships with children. They use a variety of techniques to support children's personal and emotional development, including visual aids and other prompts.

What the setting needs to do to improve further

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

- continue to enhance the already excellent facilities outdoors to encourage those children who prefer to learn outdoors and maintain the quality of teaching to the highest level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held meetings with managers and spoke with staff and children during the inspection.
- The inspector completed a joint observation with the early years coordinator.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents and looked at written evidence provided during the inspection and took account of their views.

Inspector

Julie Dent

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. Management foster a culture of vigilance. They discuss child protection scenarios with staff and conduct spot checks on their knowledge. This means staff have a comprehensive knowledge about how to identify signs and symptoms, and how to report their concerns. The management team use extensive systems for the recruitment of staff, who are supported extraordinarily well through supervisions, regular meetings and training. Staff have a clear vision to improve practice further. This includes extensive plans to enhance children's outdoor learning to offer challenging experiences, such as forest-school activities. The senior leaders have a precise understanding of children's progress. They identify when groups of children require extra help and take swift action to support their development. This includes close liaison with the parents of children who speak English as an additional language, to fully capture their progress.

Quality of teaching, learning and assessment is outstanding

Teaching and learning are outstanding. Children learn about the world and plant and harvest vegetables in their allotment, recording how the plants grow in detailed paintings. Staff encourage exceptional language skills through lively conversation and games that help children listen to and recognise sounds. Staff use books in imaginative ways to help children immerse themselves in the wonder of the story, such as using props to bring the story to life. With the expert support and encouragement from staff, children throughout the setting learn through exploration and investigation. They delight in finding ladybirds on the grass and engage in bird-watching activities. Staff have an in-depth knowledge of young children and how they learn at different ages. For instance, babies experience the joy of feeling different textures.

Personal development, behaviour and welfare are outstanding

Staff are consistently warm, caring, patient and motivated. They know children extremely well and expertly organise routines, snacks and activities to promote their needs. This helps to create a very positive atmosphere and supports children to settle. Children are extraordinarily well behaved and sociable, displaying manners beyond their years. The youngest children play happily alongside others and older children form secure friendships. Children learn about how they are different from one another. For example, they compare eye and hair colour using mirrors. Children are very independent in their self-care and learn good hygiene habits. There are sensitively managed arrangements to support children as they move through the different group rooms during their time at the setting.

Outcomes for children are outstanding

Children make rapid progress in all areas of learning. They are emotionally secure and show a strong sense of belonging. Children acquire all the necessary skills for the next stages in their learning. Their early literacy skills are developing extremely well. For instance, older children practise holding a pencil and repeat letter sounds and recognise numbers exceptionally well. Babies and toddlers join in with spontaneous songs to help develop new words.

Setting details

Unique reference number	EY391032
Local authority	Leeds
Inspection number	10119093
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	0 - 11
Total number of places	168
Number of children on roll	227
Name of registered person	Bright Beginnings Childcare Centre Leeds
Registered person unique reference number	RP902539
Date of previous inspection	30 March 2016
Telephone number	01133431818

Bright Beginnings nursery registered in 2009. The nursery employs 43 members of childcare staff. Of these, 41 hold appropriate early years qualifications, including 11 members of staff at level 6. The nursery opens Monday to Friday all year round, except for a week at Christmas and when Leeds University closes. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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