

Inspection of Bright Beginnings (LINCS) LTD

North Thoresby Primary School, High Street, North Thoresby, Grimsby DN36 5PL

Inspection date: 26 September 2025

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 provide children with a stimulating environment where they are eager and ready to play and learn. Children have secure and positive relationships with the staff as they warmly greet children. This shows children's growing sense of belonging.

Managers plan a curriculum that is ambitious and covers all seven areas of learning. Children are at the heart of everything staff do. Staff plan activities and experiences for children that captivate their interests and enable them to make independent choices in their play. For example, while children explore with mud in a pretend kitchen, they make predictions and test their ideas as they experiment with bicarbonate of soda and vinegar to make 'potions'. Children excitedly watch and listen with their friends when it fizzes. Staff show genuine delight in children's achievements, offering praise. As a result, children become confident and curious learners.

Children enjoy spending time outdoors. Older children develop their core muscles as they pedal ride-on toys, navigating the space well. Staff support children to develop their imagination as they make up stories that include pretending to fly and jump over pretend rivers.

Staff have secure procedures in place to identify and support children who need additional help. Children with special educational needs and/or disabilities (SEND) benefit from tailored care and support plans. This helps to ensure children with SEND are well prepared for their next stages of learning.

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

- Staff model lots of language that supports children's developing communication skills. They introduce new vocabulary for children to learn. This helps children develop their confidence to communicate. For example, children use a range of describing words to share the feeling of different textures, such as 'slippery' and 'juicy'. They share their learning with friends.
- Staff promote children's independence well. For example, children help to cut and prepare a range of fruits. They use tongs to confidently serve their own snack. Staff encourage children's perseverance when completing tasks for themselves. This supports children to adopt a 'can-do' attitude.
- Children are supported well to complete tasks, such as blowing their nose, cleaning their face and washing their hands. Staff support children to learn the sequence of good hand hygiene. This includes reminding children to rub between their fingers before preparing snack and eating.
- The management team has a clear commitment to and passion for improving

outcomes for children. Staff gather vital information from parents when children initially start about their routines and interests. They use this information to support children to settle into the setting. However, when children start, staff do not always gather information from parents about what children already know and can do to help them plan next steps in learning more precisely.

- Staff provide children with a range of experiences, both in and out of the setting. For example, children visit the local beach and care home, where they make relationships with the residents and learn about the community they live in. Furthermore, the setting welcomes visitors to complement the curriculum. For example, the dental nurse visits to provide a range of activities and resources to support children's knowledge of good oral hygiene practices.
- The management team is committed to supporting the well-being of staff. This is achieved by fostering a reflective and supportive environment. Regular supervision meetings allow staff opportunities to discuss their professional development aims and attend training courses to support their interactions with children. For example, recent training around behaviour management has resulted in staff listening to children's voice and hearing about their feelings. Staff support children to resolve conflicts with their friends.
- Children show that they are familiar with the routines that staff implement during the day. However, during some of these times, such as group times and mealtimes, staff do not support all children to follow these effectively. This results in children not focusing or engaging, disrupting others.
- Parents speak highly of staff, describing them as 'wonderful'. They appreciate the care and education their children receive. Parents state that staff are caring and encouraging, and they feel fully informed of the progress their children are making.

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:

- gather information from parents when children first start to more precisely plan next steps in learning from the outset
- strengthen the organisation of daily routines to help children engage and focus.

Setting details

Unique reference number	2741740
Local authority	Lincolnshire
Inspection number	10407852
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	2 to 4
Total number of places	27
Number of children on roll	25
Name of registered person	Bright Beginnings (LINCS) Ltd
Registered person unique reference number	2741739
Telephone number	01472 840387
Date of previous inspection	Not applicable

Information about this early years setting

Bright Beginnings (LINCS) LTD registered in 2023 and is situated in North Thoresby, Grimsby. The pre-school employs seven members of childcare staff. Of these, two hold an appropriate early years qualification at level 6 and three at level 3. The nursery opens from Monday to Friday, all year round, apart from two weeks at Christmas. Sessions are from 7.30am until 6pm. Before- and after-school care is offered to older children. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Emma Curry

Inspection activities

- The manager and inspector conducted a learning walk together, discussing the learning intentions for children and how the environment is arranged.
- The manager, assistant manager and inspector observed and evaluated activities.
- The inspector observed children of all ages through the setting.
- Parents shared their views of the setting with the inspector.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks, and safeguarding policies and procedures.

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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