

Bright Little Minds

Unique reference number (URN): 2751556

Address: 90 Broadwater Street West, Worthing, BN14 9DE

Type: Childcare on non-domestic premises

Registered with Ofsted: 28/09/2023

Registers: EYR, CCR

Registered person: The Little Childcare Group Limited

Inspection report: 1 December 2025

Exceptional	
Strong standard	●
Expected standard	● ● ● ● ●
Needs attention	
Urgent improvement	

✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders have embedded a strong culture of respect that supports children to manage their behaviour effectively. Children and staff use sign language throughout the day, helping to build a sense of belonging and inclusion. Children follow daily routines confidently, and younger children learn by watching older peers, such as taking turns in the role-play area. Older children model sharing and cooperation, while staff offer consistent support to help all children play collaboratively and to get along well.

Staff model kindness, respect and positive behaviour. They support children to regulate emotions by getting down to their level, using calm voices and offering comfort, including asking, 'Do you need a cuddle?' Emotional vocabulary is reinforced by staff to help children recognise and name feelings. Staff use everyday practice as purposeful teaching moments, ensuring behaviour is taught consistently and effectively. This contributes to a calm, positive atmosphere.

Staff promote independence effectively. Children practise skills, such as serving food, clearing plates and tidying away toys, with staff explaining why these routines matter. Leaders identify barriers to learning, including attendance, and take positive action to support families, such as through check-in calls or seeking external guidance when needed.

Expected standard ●

Achievement

Expected standard ●

Children leave the setting well prepared for the next stage of their learning. Staff use a careful settling-in process to understand each child's starting points and individual needs to support their development across all areas. Children build confidence, independence and the key skills needed for future learning.

Children make positive progress overall. The setting provides meaningful learning experiences that help all children, including those with special educational needs and/or disabilities (SEND) and disadvantaged children, grow in confidence, independence and communication and language, preparing them well for school.

Staff encourage children to explore, investigate and engage with their environment, offering experiences that promote social, emotional, physical and academic development. Children show curiosity and enjoyment, for example, as they compare different heights with friends. Staff support them to measure and discuss which numbers are bigger. However, although leaders recognise the need to strengthen staff's understanding of children's next steps in learning this is not consistent.

Children's welfare and wellbeing

Expected standard 

Leaders have clear policies in place and ensure all staff, including new members, understand and follow them. They create a safe, welcoming environment, where children feel secure and settle quickly. For example, all children, including those new to the setting, show confidence and feel at ease.

Staff prioritise children's welfare in all aspects of care. They respond quickly to children's needs, offering reassurance and maintaining predictable routines that help children feel secure. Although staff meet children's care needs well, leaders recognise that the current arrangements affect children's comfort and overall wellbeing. For example, due to children sleeping in the main room where it is noisy and bright, some children occasionally do not sleep effectively, affecting their emotional regulation. Nonetheless, leaders are reviewing routines and the use of space to ensure children remain warm, rested and comfortable, particularly at sleep and nappy changing times.

Overall, the setting promotes children's welfare effectively to all children, including those with special educational needs and/or disabilities. Staff help children understand and manage their own safety. For example, staff explain to children about the importance of tidying away toys throughout the day to prevent trip hazards. Additionally, they explain to children why they need to use goggles when using hammers with the ice outside.

Curriculum and teaching

Expected standard 

The curriculum meets the needs of the children in the setting. Leaders have designed a curriculum that prioritises the prime areas of learning, with a strong focus on language, personal, social and emotional development and independence. Staff teach these skills explicitly, for example even the youngest children know how to remove their jumpers and staff encourage them to practise this confidently. Mathematics is taught clearly and woven into daily routines. At snack time, for instance, children place their names on a number and sit at the corresponding numbered place, strengthening number recognition in meaningful contexts.

Staff provide a wide range of storybooks, indoors and outdoors, to support early literacy and language. Children enjoy familiar stories, such as 'The Three Billy Goats Gruff', and use small-world toys to retell events. However, staff do not consistently provide children with independent access to books to further their early reading and exploration skills.

Physical development is a strong feature of the setting. Their 'Be Fit' programme supports children to build core strength and coordination, and regular visits to local green spaces further develop their physical skills. Leaders continue to seek ways to strengthen physical

development. Overall, staff use assessment well and typically plan children's next steps in learning. However, some staff do not consistently implement these, including for those children with special educational needs and/or disabilities to further build on what children already know and can do.

Inclusion

Expected standard 

The setting promotes an inclusive culture where all children, including those with special educational needs and/or disabilities (SEND), are supported to make progress and feel they belong. The knowledgeable special educational needs and disabilities coordinator (SENDCo) sets high expectations and works proactively with staff to identify individual needs quickly. For example, staff recognise children's emerging needs and the SENDCo immediately engages with parents and put strategies in place to support them. The SENDCo works closely with the local authority and other professionals, seeking guidance and acting on recommendations so that children receive timely and effective support. Parents praise the setting's commitment to partnership working and the positive impact this has on their child's development.

Leaders use funding to increase staff ratios to provide focused support for communication and language through targeted one-to-one support. In addition, they purchase purposeful resources, linked to individual targets, for example, a specific low-level accessible climbing frame to support and strengthen children's physical development and accessibility. This helps all children, including those SEND and from disadvantaged backgrounds, make progress. Leaders show strong commitment to giving every child the best chance to succeed. Staff receive ongoing training, which strengthens their confidence in tailoring support and ensures consistency across the team. However, not all staff have a secure understanding of all children's next steps. Although leaders have identified this and are developing strategies to share information across the staff team, some children do not consistently receive precise support.

Leadership and governance

Expected standard 

Leaders have a clear understanding of the setting's context and confidently identify both strengths and areas for development. They support staff through purposeful peer-to-peer observations, enabling practitioners to learn from one another and continually refine their practice. Leaders provide regular, meaningful supervision, which promotes a culture of reflection and continuous improvement, contributing to high-quality provision across the setting.

Leaders engage effectively with parents and external professionals, building strong partnerships that support all children's learning, well-being and development, including those with special educational needs and/or disabilities and those from disadvantaged backgrounds. This collaborative approach ensures that children receive consistent guidance at home and in the setting, which strengthens outcomes and supports every child to thrive. Parents value the proactive communication and guidance they receive from leaders and staff.

Leaders ensure policies, routines and expectations are communicated clearly so that new and existing staff understand their roles quickly. The induction process is thorough, and leaders monitor how new staff embed learning into daily practice. This careful oversight maintains standards and ensures consistency in children's experiences. Staff comment positively on workload. As a result, all staff contribute positively to the environment, the culture of the setting and the quality of care and learning that children receive each day. Leaders are reflective and considering ways to share information with the growing team to strengthen practice in supporting children's next steps in learning.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children settle quickly on arrival and show high levels of confidence as they enter the setting happily. Staff ensure all children feel safe, develop a sense of belonging and achieve well through consistent guidance, role modelling and support. Children including those from disadvantaged backgrounds are fully supported by staff to reduce barriers to learning and to make progress. For example, staff work closely with families to ensure children attend regularly to benefit their development and they work together to provide a collaborative approach.

Children form positive relationships with practitioners and clearly feel that they belong. Children, including those with special educational needs and/or disabilities are fully included in all aspects of daily practice, ensuring equal access to the curriculum and opportunities to thrive.

There is a strong focus on the intentional teaching of mathematics. Practitioners weave mathematical language and concepts into routines and play, such as number recognition at snack time, exploring days and months of the year during group sessions and counting

within games. This consistent approach helps children develop a secure mathematical understanding.

Children show high levels of independence. Even the youngest children confidently spread their toast, clear plates and put on socks and coats. Transitions to school are well planned and carefully tailored to each child's needs.

The setting values each child as an individual. Staff know children well and use this understanding to support their interests.

Next steps

- Leaders should ensure all staff are aware of children's next steps and use this to build on what children already know and can do.
 - Leaders should implement effective arrangements around sleeping and nappy changing to further support children's emotional development.
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About this inspection

During the inspection, the inspector spoke with leaders, the special educational needs coordinator, the safeguarding leads, children, staff and parents.

This inspection was carried out under sections 49 and 50 of the Childcare Act 2006, focusing on the quality of provision registered on the Early Years Register. The registered person is required to ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Inspector:

Eloise Upfold

About this setting

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Type: Childcare on non-domestic premises

Registration date: 28/09/2023

Registered person: The Little Childcare Group Limited

Register(s): EYR, CCR

Operating hours: Monday, Tuesday, Thursday, Friday : 07:30 - 18:00

Local authority: West Sussex

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 1 December 2025

Children numbers

Age range of children at the time of inspection

1 to 4

Total number of places

31

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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