

Bright Kids at Studley

Inspection report for early years provision

Unique Reference Number	200530
Inspection date	10 December 2007
Inspector	Anne Felicity Taylor
Setting Address	Briarwood, The Slough, Studley, Warwickshire, B80 7EN
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Registered person	Millennium Bright Kid Company Limited
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bright Kids at Studley is one of six early years settings run by the Millennium Bright Kid Company. It was registered in 1999 and operates from a single storey building and a converted detached house located between Redditch and Studley on the Warwickshire/Worcestershire border. The setting offers provision in the main house for children aged from six weeks to under five years old and an out of school provision in the single storey building, for out of school and holiday care for primary school aged children. The provision also offers a wrap around service for younger children attending Studley primary school on a part time basis. At present the out of school service picks up and drops off at six local primary schools. A maximum of 76 children may attend the setting at any one time. The provision is open each weekday from 07.30 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 93 children aged from nine weeks to under 11 years on roll. Of these, 17 children receive funding for early education. Children generally come from the surrounding towns and villages and the rural area. The setting currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The setting employs 17 members of staff. Of these, 14 hold appropriate early years qualifications and nine are working towards further qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

All the children are offered regular opportunities for indoor and outdoor physical play which contributes to their health and well being, including lots of fresh air. Babies enjoy the outdoor environment as they improve their mobility skills using their roof garden. Effective planning for outdoor play enables older children to take full advantage of the large garden. They play imaginatively in 'the boat' and take friends 'on holiday'. Their climbing and balancing skills are challenged as they play on large fixed apparatus and they use pedalled toys and scooters with increasing skill. Children appreciate the active participation of staff as they race hoops and play ball games. There are regular Forest School sessions for the children in a designated area of the garden. Children learn about natural materials and create interesting and imaginative outdoor areas, for example, a den. They observe birds and mini beasts, sometimes recording their findings. This gives the children lots of opportunities for problem solving and exploration. Babies and toddlers have rooms where their physical development can be encouraged as they learn to crawl, stand and walk. Pre-school children develop their hand-eye coordination well, as they complete puzzles and art and craft activities.

With the support and guidance of the staff children begin to understand the importance of good personal hygiene. They develop sound routines. Older children wash their hands before lunch and after using the toilet, sometimes following gentle reminders by staff. Facilities with regulated hot water and liquid soap are close by in all nursery areas and the out of school club building. Good procedures are in place for nappy changing and the disposal of nappies. Staff chat to babies and toddlers as they have their nappies changed and the children are kept clean and comfortable. A comprehensive health and safety policy is in place which is easily available to parents, including information about the sickness policy and infectious diseases. Clear accident and medication records are completed consistently which means that parents are kept informed about any events that have happened during their child's day. Staff with current first aid training are always on site and fully-stocked first aid boxes are easily available around the buildings. Therefore children are cared for well if they have an accident or become ill.

Nursery children are well nourished and enjoy a varied and nutritious diet. Children are offered three meals a day and regular snacks and drinks. Breakfast and tea are prepared by staff in the nursery and the main two course meal is provided by an outside caterer. Children are also able to bring a packed lunch. Food is transported and stored safely as hot food and refrigeration temperatures are monitored and recorded in the main kitchen and the baby kitchen. Meal times are generally fairly happy social occasions. However, opportunities for children to make choices and develop independence skills are missed and the emphasis on monitoring children's eating and recording their consumption detracts from enjoyment of the meal. Staff are committed to promoting healthy living as they complete topics and display posters about foods which will help the children to grow and make them strong. Dietary requirements and preferences are discussed with parents. Parents provide prepared bottle feeds for babies and weaning foods are discussed regularly with parents ensuring individual needs are met. Baby mealtimes are flexible to accommodate sleep and rest.

School children attending breakfast club are offered toast with a variety of spreads or cereal. Their tea time meal after school is a nutritious and substantial snack, for example, scrambled egg or beans on toast, or salad and ham wraps. Therefore, children are well fed before and after their school day.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure environment and staff create a harmonious atmosphere. However, the poor decorative order and maintenance of many areas of the setting detracts from the overall impression for children and parents, and some areas are not maintained at an adequate temperature. Staff offer children and parents a friendly welcome, therefore developing strong relationships which ensure that children settle down quickly. The separate areas for babies and school children enable staff to create an age-appropriate environment for all the children. All areas have play and activities set out for the children's arrival.

Children use a variety of equipment appropriate to their age and stage of development. Play equipment is safety-checked as it is used and staff have procedures in place that ensure it is clean. As a result children use suitable and safe equipment and they learn to care for equipment well as they help to tidy up.

There are sound procedures for the security of the building including door bells. Staff are available at all times to welcome and say good-bye to children and parents and therefore children are kept safe. Visitors are monitored and recorded. Children are developing an awareness of keeping themselves safe as they respond to the boundaries set by staff, for example, being careful during outdoor play. Staff deployment enables them to be vigilant about children's safety. There are well-maintained risk assessments which are reviewed and revised as needed, for example, for outings. Emergency evacuation procedures are practised regularly and recorded. This means that children become familiar with the procedure. Fire safety equipment is checked weekly.

Children are protected from abuse or neglect. Appropriate policies and procedures are in place. Staff are aware of the possible signs of abuse. Senior staff take responsibility for child protection and therefore all staff have a clear reference point for advice and guidance.

Helping children achieve well and enjoy what they do

The provision is good.

Children take part in a wide range of activities in all areas of the nursery and the out of school club. They are secure and confident in their age groups. The flexible routines that are in place are adapted well to meet the individual needs of children attending. Children display warmth and affection for staff, with staff reciprocating appropriately. The effective key worker system enables parents to communicate easily with staff and therefore they are well informed about their child's day, including activities and learning.

Babies and young toddlers are offered planned settling-in visits which means they quickly become used to attending nursery. Staff get to know the children really well and babies receive lots of individual loving care and attention. The flexibility of the general routine enables the home routine to be mirrored in the nursery, ensuring children feel secure and well cared for. Individual needs for eating and sleeping are discussed regularly with parents. Toddlers are becoming confident communicators as staff chat to them about their play. They look at books

with care and experiment with sound using tubes. Babies are delighted as they use pop up and musical toys and investigate the treasure basket . The young children enjoy messy and creative play, completing finger painting with enthusiasm.

Older toddlers concentrate and persevere as they complete Christmas pudding collage pictures and their senses are stimulated as they use ginger powder to complete 'the puddings'. They develop physical skills, manoeuvring push along toys around outside, and as they climb, slide and balance on fixed play equipment. Staff praise and encourage the children to experiment and try new activities and children progress well in the caring and stimulating environment. Staff plan for children aged between two and three years very well. They have a good knowledge of the 'Birth to three matters' framework and use it effectively, completing assessments and observations on individual children. This means that planning can reflect the individual developmental needs of each child, for example, providing challenging puzzles for an able child. Children's creative and imaginative skills are developed as they 'put the babies to bed' and 'make tea' for friends.

Older children attending the out of school provision can choose from an appropriate range of activities before and after school and during the holidays. They play board games cooperatively, taking turns and helping each other. They have easy access to the computer and they effectively develop their skills and play enthusiastically on the games console. They express themselves freely as they create Christmas cards using a variety of collage materials. In conjunction with the school, older children are able to complete various Children's University courses. With gentle reminders from staff, the children are responsible for their own belongings as they get ready to go to school on the mini bus.

Nursery Education

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. Generally pre-school staff have a comprehensive knowledge and understanding of the Foundation Stage curriculum. However, some staff are not always fully aware of what children are intended to learn from planned activities. This limits their ability to support children's learning and assess the children's progress. Generally assessments, observations and planning are good and adapted effectively to meet the needs of individual children. The organisation of the pre school rooms ensures that children play and learn in a stimulating environment with bright displays of their work in all the areas. The daily routine provides a range of different play opportunities for learning and fun, for example, lots of outdoor play. Some opportunities are missed to link sounds to letters and develop children's mathematical thinking in routine and planned activities, limiting children's learning. Children with learning difficulties and/or disabilities and those who speak English as an additional language receive very good levels of support meaning that they are included and that they receive a great deal of individual attention and therefore their needs are met well.

Children are comfortable and happy in their surroundings, responding positively to the staff team. They are confident as they play alongside and cooperatively with friends, for example, playing imaginatively with dinosaurs. They are learning to be helpful and considerate as they help with tidying up and good manners are expected and encouraged. They are able to select play and materials freely, effectively developing independence skills. These are developed further as children help to prepare snack and pour their own drinks. Children discuss their families and events freely, including the exciting visit planned to see Father Christmas. As a result, they gain an understanding of their own culture and community. Children are encouraged to behave well as staff praise them for any achievements.

Children enjoy the wide variety of books available to them in all areas of the setting which encourages them to enjoy books and reading. They use books for stories and as reference for projects and topics. They develop early reading skills when they recognise their own name as they self-register. They also match words to pictures in a puzzle. However, children's reading skills linking sounds to letters are limited. Children particularly enjoy group story time, listening intently to 'A Dark, Dark Tale', and join in enthusiastically with 'The Hungry Caterpillar'. They use the well-resourced graphics area to develop their writing skills. Older children write their names clearly on their work, using well-formed letters.

Children see numbers displayed throughout the nursery and mathematical equipment and displays attract them to the dedicated maths area. Therefore, they become familiar with some mathematical concepts, for example, measuring and comparing. However, children's understanding of numbers is not developed consistently during planned and routine activities limiting their understanding. Children concentrate well as they complete a number puzzle successfully and create Christmas trees using shapes. Staff encourage the children to compare size and shape as they prepare snack and they enjoy discovering about volume as they play in sand and water.

Children benefit from lots of interesting trips enabling them to develop a good understanding of the world around them and the local surroundings, for example, to a butterfly farm, a pet shop, including handling the animals, and to Hatton Country Park. They discuss the weather and events in their lives and therefore begin to develop a sense of place and time. Daily Forest School sessions develop the children's curiosity further. Children have opportunities to become more familiar technical equipment as they take turns creating patterns on the computer, improving their skills with the mouse. They enjoy creating models from recycled materials, using a variety of techniques, and then painting them.

Children are offered many stimulating creative activities when they explore texture and shape, for example, play dough. They use their imaginations and express their feelings with friends as they organise their own imaginative play, 'getting the chicken ready for tea'. They use creative ideas to complete Christmas garlands from hand prints and use a wide variety of collage materials. Children listen to music carefully during a music and movement session, recognising the sound of the violin and cello. Children express themselves freely as they dance with scarves and as they experiment with sound successfully, singing 'Rain is Falling Down'.

Helping children make a positive contribution

The provision is good.

Staff work well with parents and carers. Children are happy and the relationships that are built up between parents and staff effectively develops the involvement of parents in all aspects of their child's care. Parents appreciate the access they have to their key worker and senior staff. This means that parents develop confidence in the staff and the setting. The informative notice boards ensure parents are well informed about the planning and learning objectives in each area of the nursery. There is a regular newsletter. Parents are offered opportunities to come in to the nursery to discuss their child's progress and achievements and they appreciate the extensive service the setting offers. Children and parents enjoy extra activities with their children including the Christmas Fayre and joining their children for Christmas lunch.

All children are welcomed into the nursery and staff value and respect their individuality. The strong example set by all the staff of politeness and kindness ensures that children develop positive attitudes to others. Children are beginning to learn about their local community as

they go for walks and become involved with local schools. Festival celebrations and discussions ensure they gain an understanding of the wider world. Children have access to a wide range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Children's individual needs are met well. Any special requirements are met through discussion between staff and parents. Settling in sessions which meet the individual needs of the family ensure that trusting and strong relationships are built up. The special needs of children are recognised and met sensitively. Links are in place with local support services. Children's progress and achievements are observed and recorded in all areas of the nursery and therefore their on-going care and learning needs are met. There is a designated member of staff for children with learning difficulties and/or disabilities who is experienced and has completed training and therefore staff have a clear line of reference for advice and guidance.

Children are encouraged by staff to take turns, share and to be considerate and helpful. The children's social, moral, spiritual and cultural development is fostered. They begin to understand right from wrong through the consistent boundaries being set and the age appropriate methods staff use to manage behaviour, for example, distraction and explanation. Children respond positively to the praise offered as they help to tidy up, and their self-esteem is enhanced as they receive a sticker for helping. Older children develop their own rules which are consistently reinforced by staff.

The partnership with parents of children in receipt of funded nursery education is good. The welcome pack for each area of the nursery and the notice boards for general information and education planning ensure that parents are provided with current news, topics and plans. The relationship with staff ensures that there is a constant exchange of information regarding the child's educational progress and achievements. Individual folders of children's work are easily available to parents at all times and open evenings give plenty of time for discussion.

Organisation

The organisation is good.

Children are well cared for and have fun and affection within the friendly environment of the nursery. They enjoy the range of activities offered. The premises are generally well organised to meet the children's needs. Indoor space is used appropriately for the age range of the children and the additional building gives older children a permanent dedicated base.

The leadership and management is good. Recruitment and vetting procedures are robust ensuring that children are cared for by suitable staff with appropriate qualifications and experience. Senior staff are suitably qualified in early years and have considerable experience. The management is enhanced by regular meetings between staff with specific responsibilities from different settings meeting to discuss any issues, for example, for special educational needs coordinators. Procedures to encourage staff development are in place, for example, regular appraisals, room and staff meetings. Staff are encouraged to complete short courses in order to add to their skills and knowledge and for them to keep up to date with developments in early years, for example, by attending Early Years Foundation Stage training. The required ratios of staff to children are always met, which reflects positively on the care of the children.

Procedures and policies support the staff to work in partnership with parents and carers. All the required documentation which contributes to children's health, safety and well-being is in

place. Children benefit as their families are welcomed into the nursery. Overall the range of children's needs are met.

Improvements since the last inspection

Following the last care inspection the setting was asked to ensure that medication procedures are followed and that toothbrushes are stored appropriately. The setting was also asked to make sure sufficient space is available for children under two years and that toys and equipment are organised to allow free choice.

Staff are now vigilant about following the medication administration procedure, ensuring parents always sign the record and therefore, children's health is supported. The nursery withdrew the option for children to clean their teeth after lunch some time ago and therefore the recommendation regarding toothbrushes is no longer applicable. Baby areas are now well organised, giving the children plenty of space and easy access to toys and equipment.

Following the last nursery education inspection the nursery was asked to increase activities and resources for mathematical development with regard to weight and to improve the presentation of displays and provide visual evidence of letters and numbers for children. The nursery was also asked to extend the use of outdoor equipment to provide opportunities for imaginative play.

Regular activities are now available to weigh and measure and there are clear displays of letters and numbers ensuring that children's mathematical and literacy skills are encouraged. Children take part in Forest School and imaginative play is well-resourced outdoors, therefore, offering children a range of appropriate outdoor activities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that meal times maximise opportunities for children to develop independence and learn about food and healthy eating
- ensure that all areas of the premises are maintained in a suitable state of repair and decoration and that all rooms are maintained at an adequate temperature.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure all staff have a sound understanding of the learning objectives of activities
- ensure all opportunities are used in planned and routine activities to count and introduce simple sums and to match sounds to letters.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk