

# Bright Kids at Crabbs Cross

Inspection report for early years provision

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<b>Unique Reference Number</b>	260946
<b>Inspection date</b>	06 February 2008
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<b>Registered person</b>	Millennium Bright Kid Company Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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 Crabbs Cross is one of six early years settings run by the Millennium Bright Kid Company. It was registered in 2001 and operates from a converted detached house in Redditch, Worcestershire. The setting offers provision in the main house for children aged from three months to under five-years-old and an out of school provision in the single storey extension, for out of school and holiday care for primary school aged children. At present the out of school service picks up and drops off at five local primary schools. A maximum of 71 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 115 children aged from nine months to 11 years on roll. Of these, 30 children receive funding for early education. Children generally come from the surrounding local 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 18 members of staff. Of these, 17 hold appropriate early years qualifications. Several staff are working towards improving their qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

All the children benefit from the large and interesting garden which offers a paved area, grass and a wonderful mini Forest School area. Outdoor and physical play is a part of the daily routine for all the children, including walks for babies and local visits for older children. This contributes effectively to their health and well-being and ensures they get lots of fresh air. Effective planning for outdoor play enables the children to take full advantage of the large garden. They develop skills using bikes and push-along toys and really enjoy outdoor singing games, for example, 'Ring-a-ring of roses'. Babies and toddlers have rooms where their physical development can be encouraged as they learn to crawl, stand and walk. They have opportunities to develop balancing skills as they play on the see-saw and are absolutely delighted as they manoeuvre a push-along trike. Children are extremely enthusiastic about the time they spend in Forest School sessions. Staff plan well, and children persevere as they dig in the soil and help to move twigs and Autumn debris to the compost area. They discuss growing and learn about natural materials as they are fully involved in their outdoor activities. They listen carefully for natural sounds including bird songs and are excited by the yield from fruit trees and how they can eat it.

As they are supported in developing good procedures, the children begin to understand the importance of personal hygiene. Clear routines ensure that older children wash their hands before lunch and after using the toilet and outdoor play. Facilities with regulated hot water and liquid soap are close by in all nursery rooms and the out of school area. Pictures and posters encourage and demonstrate hygiene routines. 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 younger 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. Any medication is given with careful attention to detail and clear accident and medication records are completed consistently. This means that parents are kept informed about any events that have happened during their child's day. Children are cared for well if they have an accident or become ill because staff with current first aid training are always on site and fully-stocked first aid boxes are easily available in the setting.

Nursery children are offered three meals a day and regular snacks and drinks. They receive a healthy and nutritious diet. 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. All high risk food is refrigerated and storage temperatures are monitored and recorded. Therefore, food is stored safely. Meal times are happy social occasions and children are offered opportunities to make choices and develop independence skills as they serve their own food. However, the process of serving food is long and drawn out and children can become restless waiting for their lunch. Children with packed lunches are encouraged to eat savoury and nutritious foods first. 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 and cereal. Their tea time meal has been revised to ensure it is nutritious and interesting, for example,

vegetable soup, various wraps and fruit. Children are consulted about their meals and snacks and therefore, they enjoy the food they are offered and are well fed before and after their school day.

Staff are committed to promoting healthy living and have recently achieved the Bronze Award as a Healthy Early Years Setting.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Staff create a very friendly and bright environment for the children and parents. They are welcomed individually into the setting and staff are always available for a chat, therefore, children feel secure and valued. The building is generally adequately maintained, however, poor levels of cleanliness in some indoor and outdoor areas detracts from the overall impression for children and parents and some areas are not maintained at an adequate temperature. The separate rooms and areas for designated ages of children ensures that equipment and the environment are suitable to their needs. All areas are prepared with attractive play and activities 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. They learn to care for equipment well as they help to tidy up.

The general security of the building is good. 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. Safety issues are discussed with older children which means that they are developing an awareness of keeping themselves safe. They discuss rules for road safety when they are out and about. The deployment of staff ensures that ratios are maintained and staff can be vigilant about safety. There are well-maintained risk assessments. Fire safety equipment is maintained well. Children become familiar with emergency evacuation procedures because they practise it regularly.

Senior staff take responsibility for child protection and all staff complete appropriate training. Therefore, staff have a good awareness of the signs of abuse and the local referral procedures. The setting has appropriate policies in place which are easily available to parents. Therefore, children are kept safe.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Staff organise the play areas well and clear planning is a priority, therefore, all the children take part in a wide range of activities. Flexibility in the planning and routines ensures that children's individual interests can be developed and children can take advantage of daily events, for example, interesting weather. They are secure and confident in their age groups and children display warmth and affection for staff, with staff reciprocating appropriately. The strong key worker system means that parents can communicate easily with staff, exchanging information about their child's welfare and achievements.

Areas specifically dedicated to babies and young toddlers are warm, welcoming and interesting, meaning that babies feel secure and happy in the friendly environment. Ratios are always

maintained and therefore staff can offer lots of loving care and attention. New babies and their parents have settling in sessions when all aspects of their baby's routine can be discussed, for example, eating and sleeping needs. Younger children are developing good communication and language skills as staff chat to them constantly. They have easy access to a range of books and enjoy looking at them on their own and 'reading' stories with staff and friends. They are fascinated by the 'feely wall', exploring the different textures and discover themselves in the mirrors at their own height. Toddlers are delighted as they display a new skill on a push-along toy, going backwards. The young children are enthusiastic as they take part in messy and creative play including musical instruments and experimenting with foam. Babies and young toddlers enjoy daily outdoor experiences, playing in the garden or going for a walk in the locality.

Mobile babies and toddlers develop physical skills and experiment as they play with sand and water. Their interests are encouraged and they display great enthusiasm playing with trains. Staff praise and spark the children's interest and they experiment and try new activities. Therefore, children progress well as they choose play activities themselves and as they learn to be part of a group, for example, as they have snack. Children benefit from the careful planning completed by staff and their developing knowledge of the Early Years Foundation Stage. Staff complete assessments and observations on individual children and therefore, staff can plan for the individual developmental needs of each child, offering challenge and extra support when needed.

Older toddlers are happy and stimulated by their comfortable and interesting environment. Their self-esteem is boosted as they see their collage for Saint Valentine's Day displayed. They are beginning to understand counting and number work as they see clear number displays and count the children in the group before snack. Children are developing good communication skills with lots of chat and the effective use of signing. They sit and concentrate well listening to the story 'Prowl and Growl', and have made their own book using photographs. A visit to the pet shop stimulates lots of interest and conversations with children describing what they had seen with great excitement.

Older children attending the out of school provision can choose from an appropriate range of activities before and after school and during the holidays. The room and equipment is being reviewed and reorganised and the children are fully involved in all the major decisions. There is an incentive scheme that promotes good behaviour and the children take part in it eagerly, and therefore, generally behave very well. The children enjoy making a den in the role play area, developing their imaginations and having lots of fun. They can use the computer freely, taking turns and sharing while supporting each other. Table football and pool tournaments are very popular and children play outdoors daily. During the holidays there are outings to local open spaces for games, including football. They complete interesting projects including festival celebrations and finding out about lost civilisations. Children are offered support after school if they want to complete school reading and homework.

### Nursery Education

The quality of teaching and learning is good. Children are progressing well through the stepping stones towards the early learning goals. Pre-school staff are developing a good understanding of the Early Years Foundation Stage and are introducing a comprehensive system to observe, assess and develop individual learning plans for each child. This means that children's learning is always at an appropriate level to enable them to progress. 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. Therefore, their needs are met well. The pre-school areas are bright and stimulating with lots of informative posters and displays of the children's work, for example, a display about China. The daily routine provides a range of different play opportunities for learning and fun, for example, lots of outdoor and creative play. However, some general routines are very protracted which means that children have limited time completing worthwhile activities, for example, putting coats on for outdoor play. Staff are consistent as they encourage and support the children to behave well.

Children are secure, busy and happy in the pre-school areas and display affection and respect to the staff. This is effectively encouraged because staff are role models and good manners and politeness are expected. Children are confident as they play cooperatively with friends, for example, playing imaginatively in the home corner 'making tea' for friends. A lot of the play equipment is easily available to the children and they can make choices. This is developed further as children help themselves to snack and serve their own lunch. Children sit and concentrate in small group work and show great interest in the photographs of themselves and friends on the birthday chart. Children chat about their homes and family events and go for local walks and visits to shops. Therefore, children begin to understand their own culture and the aspects of their local community.

Children enjoy the wide variety of books available to them in all areas of the setting and they use the books with care. They recognise their names as they find their drinking cup and find their place at lunch time. Staff sometimes encourage matching sounds to letters, however, some opportunities are missed limiting the children's learning in this area. Children particularly enjoy group story time, listening carefully to 'Shark in the Park', and select books to look at themselves or to share with staff and friends. Visits to the library consolidates the children's love of books. Children use the well-resourced graphics area to develop their writing skills. Children and staff chat a lot and children are becoming confident communicators. They tell their news at group time and are learning to be considerate as they listen to others.

Staff develop interesting activities which enable the children to count and recognize numbers, for example, large cards with numbers and dots used in a physical activity. Staff use mathematical vocabulary that develops the children's understanding of size and volume when supporting sand and water play. Several displays of numbers encourage the children's learning as does sorting and shape activities. However, learning is limited in counting and simple sums as these are not routinely introduced into daily routines. Children develop further understanding of the use of numbers as they play with calculators.

Children discuss the weather, seasons and days of the week every day, developing a good sense of time. As they talk about important events in their lives they learn about their place in the world within their family and the local community. They benefit from interesting trips enabling them to develop a good understanding of the wider world, for example, to the Nature Centre and the Snow Dome. Children have opportunities to become familiar with technical equipment as they improve their skills at the computer, and use 'cameras and mobile telephones'. The Forest School offers enormous opportunities for all areas of learning. Children spend time outdoors, preparing the vegetable patch and planning what they will grow. They understand how to use tools safely, clearing the ground in preparation for Spring planting. They handle and discuss worms and display great delight about their daffodils flowering. The nursery has developed a recycling area and children are developing a good understanding about preserving and enhancing the environment.

Children have a regular music and movement session which enables them to express their feelings and develop their senses. They listen carefully to different sounds including classical music and make rhythms with musical instruments. Children move to music, expressing their feelings freely. Children act out domestic situations during imaginative play and are offered stimulating creative activities when they explore texture and shape, for example, play dough which smells of chocolate. They can choose from a variety of collage materials to create pictures and do free art work with a variety of media, including charcoal, chalk and paint.

### **Helping children make a positive contribution**

The provision is good.

The partnership with parents and carers is good. Staff effectively develop the involvement of parents in all aspects of their child's care, creating a supportive and friendly environment. This means that parents are happy to discuss all aspects of their child's care openly with staff. On entry to the nursery, parents fill in a simple profile of their child which ensures that all the child's individual needs can be met, for example, feeding and sleeping patterns. Parents appreciate the access they have to their key worker and senior staff and the flexibility of the service offered. This means that parents develop confidence in the staff and the setting. Lots of local and early years information is easily available in the nursery porch. Parents are enticed successfully to attend the open evening by the promise of a chocolate fountain and really enjoy the time they spend looking at their children's work in discussion with staff. Parents complete regular surveys regarding the service offered at the nursery and staff always try to respond positively to any requests and suggestions.

All children and parents are welcomed into the nursery and staff value and respect their individuality within their family context. Children follow the strong example set by all the staff of kindness and consideration which ensures that children develop positive attitudes to others. They begin to gain knowledge of the wider world and different societies through festival celebrations and themes and projects, for example, studying aspects of different countries. Children become very familiar with their community as they visit the local shops, go to the library and spend time playing in near-by open spaces. Children have access to a wide range of play resources, pictures and posters that show positive images of culture, ethnicity, gender and disability.

Senior staff have completed in-depth training for assessing and meeting any specific needs children may have and there is a designated member of staff for children with learning difficulties and/or disabilities, who is completing training. Therefore, staff have a clear line of reference for advice and guidance. Special requirements are met through discussion between staff and parents and consultation other professionals involved in the child's care. Strong links are in place with local support services. Children's individual needs are met well and parents feel fully involved and supported when decisions and discussions take place. Effective policies and procedures support the practice.

The older children develop their own rules for their out of school club. This raises their awareness of others and their sense of responsibility. All the 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. Staff are consistent when managing the children's behaviour creating a stable environment. They respond positively to the praise offered as they help to tidy up, and their self-esteem is enhanced as they receive a sticker for 'good helping'.

The partnership with parents of children in receipt of funded nursery education is very good. Parents appreciate the weekly activity sheet they receive that contains ideas and suggestions as to how their child's learning can be consolidated and extended at home. They receive a regular newsletter. The strong relationship with key worker staff ensures that there is a constant exchange of information regarding the child's educational progress and achievements. Staff are developing a new system to record and monitor children's progress. These records are easily available to parents enabling parents to feel fully involved in their child's early education. Staff ensure that there is plenty of time for daily discussion and complete an in depth report for each child annually.

## **Organisation**

The organisation is good.

Children are cared for well in the child-friendly environment, created by the dedicated and approachable staff team. Nearly all the staff hold appropriate qualifications and many, including senior staff, are working towards adding to their qualifications. Through the skill and enthusiasm of the staff, children enjoy the range of activities offered which are interesting and fun. The premises are generally well organised to meet the children's needs. Children are grouped appropriately using the indoor space. Older children enjoy reorganising their recreation space in the out of school club room.

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 a lot of experience. There are regular staff meetings which offer time for staff to discuss any issues and training opportunities. Staff with specific responsibilities meet regularly with colleagues from other settings in the group to discuss policies and procedures and any relevant developments in early years. Staff appreciate the procedures that encourage their development which are in place, for example, regular reviews and 'mini meetings'. The varied experience of the staff enables them to work very effectively as a team, using their skills to support the children's care and learning. 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 relevant developments, for example, by attending Early Years Foundation Stage training. The required ratios of staff to children are monitored carefully and always met. This has a positive effect 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 develop an inclusion policy for children with learning difficulties and/or disabilities for parents. A comprehensive policy is now in place ensuring that parents are well informed.

After the last education inspection the nursery was asked to ensure that observation records are used to plan the next stage for individual children, to increase opportunities for children to gain an understanding of how to operate simple equipment and an awareness of how things work, and to increase opportunities for children to practise counting and develop an understanding of addition and subtraction. Observations are now used effectively to inform

planning for individual children and therefore, children are challenged in their learning. Children are encouraged to build and construct using a variety of materials and equipment ensuring they develop an understanding of how things work. Opportunities for children to count and begin to understand simple sums are still limited and this recommendation is carried forward in this inspection.

### **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 the premises, including indoor and outdoor play space, is clean and well maintained
- ensure 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 opportunities are used in routine and planned activities to match sounds to letters, count, and develop an understanding of simple sums
- review some routines to ensure children spend the maximum amount of time in worthwhile activities.

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](http://www.ofsted.gov.uk)