

# Bright Kidz Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY362899
<b>Inspection date</b>	11 June 2008
<b>Inspector</b>	Kelly Eyre
<b>Setting Address</b>	Priestmead First & Middle School, Hartford Avenue, HARROW, Middlesex, HA3 8SZ
<b>Telephone number</b>	07956 243422
<b>E-mail</b>	nishvarsha@yahoo.co.uk
<b>Registered person</b>	Varsha Patel
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 Kidz Pre-School is run by a private provider. It was registered in September 2007 and operates from a self-contained classroom within the grounds of Priestmead First and Middle School, in the London borough of Harrow. A maximum of 26 children may attend the pre-school at any one time. It is open each weekday during term-time and sessions are from 09:00 12:00 and 12:10 to 15:15, with the option of a lunch club. All children have access to a secure enclosed outdoor play area.

There are currently 42 children aged from two to under five years on roll. Of these, 27 children receive funding for early education. The pre-school serves children from the local and neighbouring communities. It 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 six members of staff. Of these, five hold appropriate early years qualifications and one is working towards a qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's physical development is well promoted and they are offered a wide variety of activities. They are able to develop control of their bodies and improve skills such as balance, co-ordination and control as they use equipment such as tunnels, ride-on toys, slides, hoops and balls. They also participate in structured activities such as parachute games, where they stretch up and down, run, crawl and move from side to side. Children are offered a creative variety of opportunities to develop finer skills and physical movements through their involvement in a range of activities. For example, they select and manipulate small craft pieces, manipulate construction pieces and use a variety of tools when playing with play dough.

Children's health is consistently promoted because staff have a thorough understanding of this area. There are good daily hygiene procedures in place which minimise the spread of infection, for example staff wear appropriate protective clothing when changing nappies, and children wash their hands after using the bathroom and before snack and meal times. However, children's understanding of the relevance of good personal hygiene is not consistently promoted because staff do not always discuss these issues with them to reinforce their learning. The spread of infection is further minimised because there is clear guidance regarding the exclusion of children who are unwell.

Children's health and development are further promoted because they are offered a variety of healthy snacks that include daily portions of fresh fruit and vegetables. Snack and meal times provide additional learning opportunities, where children are able to gain valuable social skills. They sit in small groups and help serve their drinks. However, their independence is not fully promoted as they are not consistently involved in tasks such as setting the table, preparing and serving food. Allergies and special diets are accurately recorded and there is a clear system to ensure that children are only offered the correct food and drinks.

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

The provision is good.

The thoughtful attention paid to the setting up of the play areas means that children are cared for in a stimulating and welcoming environment. Staff ensure that resources are appealingly arranged. For example, when playing with the hairdressers role play resources, children access models, hair accessories, pens and paper and a telephone. Children's daily safety is consistently promoted because staff have a good understanding of this area. Children are able to move around safely and independently because safety checks are completed before they arrive. The consistent implementation of practical policies and procedures ensures that all staff are aware of safety practices and are able to promote children's safety at all times. This is further supported by additional procedures such as those covering the safe arrival and collection of children.

Children are gaining a realistic understanding about keeping themselves and others safe. They are given explanations by staff to help them appreciate the relevance of this. For example, children are able to explain why it is important to take turns when using equipment such as the slide. Children are offered toys and play resources that are appropriate for their size and developmental stages. These are well organised, clearly labelled with words and pictures and generally accessible so that children are able to make choices about their play. Children's welfare is appropriately promoted because staff have received recent training and have a clear knowledge

of current procedures relating to safeguarding children. All records and contact details are in place, ensuring that staff are able to act promptly to identify and report any concerns.

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

The provision is good.

Children are happy and settled, confidently exploring the play resources, activities and displays. They feel welcome and valued at the setting because staff are enthusiastic about their work and demonstrate their genuine enjoyment of the children's company, readily joining in with their play and conversations. This creates a positive environment where children consistently receive appropriate support in their chosen activities. They are confident and their self-esteem is promoted because they are offered appropriate praise and encouragement from staff, for both their efforts and their achievements. Children are offered a range of familiar toys and play resources that boost their confidence in their play and help them gain the confidence to move on to other new activities and challenges. For example, children play confidently with the sand and in the home corner, but are also happy to explore more complicated activities such as constructing models and patterns using small construction blocks.

Staff are vigilant and continuously assess the children and their play, ensuring that they are always offered a wide variety of appropriate and stimulating activities both indoors and outside. This is further supported because staff keep daily records of resources used and of children's requests for additional play resources and activities, feeding this information directly into the activity plans so that children's individual interests are accommodated. Children's individual development is promoted because activity plans are adjusted weekly to reflect their current developmental stages and needs.

Children's daily experiences are enhanced and their learning is extended because staff are skilled in joining in with their play, making gentle suggestions and offering support. For example, children playing with sand are encouraged to talk about visits to the beach and to discuss the sea creatures they have seen. Children's learning is further extended because staff make good use of incidental learning opportunities. For example, children bathing dolls are encouraged to talk about how they wash their own hair and to compare the capacities of the different containers and sponges they are using.

### **Nursery Education**

The quality of teaching and learning is good. Children are making good progress in all areas of learning and their overall development is promoted because staff have a thorough knowledge of the Foundation Stage, enabling them to provide appropriate activities and play opportunities. Children make balanced progress in all areas because staff use comprehensive methods for assessing them and for evaluating the daily activities and resources used. All individual assessments are supported with a wide range of evidence gathered from a variety of sources. Information gained from these assessments is actively used to inform future planning and to adapt the weekly plans to promote children's individual development and to reflect their current learning needs and interests.

Children are consistently offered a wide range of stimulating activities. Staff are skilled and allow them time to explore these, intervening appropriately to offer support and additional guidance. However, children's individual development is not fully promoted as plans do not show sufficient detail relating to the extension and adaptation of the activities.

The setting consistently offers children the opportunities and support they need in order to develop the attitudes and behaviours that enable them to achieve in their later learning. Their self-esteem is promoted, ensuring that they have the confidence to explore, question and state their views. For example, children confidently choose their activities throughout the sessions and talk with each other and with staff about what they are doing. They are gaining a good understanding of right and wrong, thus promoting positive behaviour and creating an appropriate environment in which to learn and develop. For example, children organise turn-taking on the computer, using a sand timer to ensure that this is fair.

Children interact well with others and are confident in using language to organise and explain their thoughts and activities. For example, children enjoy discussing a range of topics when they sit together in small groups at snack time. They show a keen interest in books and show their obvious enjoyment of group stories as they join in with these, predicting endings and outcomes. Children are beginning to use writing as a means of recording and communication, for example, they pretend to write messages in the shop role play area and write their names on their completed work.

Children are beginning to use numbers in a meaningful context and understand that numbers represent sets of objects. For example, children count the number of blocks as they add them to their towers and count the number of items on each page of a book. They are beginning to recognise written numbers, for example, matching the numbers on their ride-on toys to the numbered 'parking bays' in the outdoor play area. They are gaining a clear understanding of mathematical language and concepts, often incorporating these into their daily play. For example, children calculate how many ducklings will be illustrated on the next page of their book by taking one away from the original total.

Children have opportunities to observe, explore and question in a wide range of activities that form the foundation of their later learning in subjects such as history, geography and science. They use equipment such as weighing scales and magnifying glasses to experiment and explore, and grow cress and beans, noting the conditions needed for these to thrive. They are becoming confident in the use of information and communication technology equipment. They regularly use the computer, competently choosing and completing programmes.

Children enjoy a wide range of physical activities that help them to develop their confidence and skills. For example, they use ride-on toys, walk in the local park, roll hoops and throw balls and bean bags. They are developing a positive attitude towards healthy practices, regularly discussing topics such as healthy eating and the benefits of this. Children enjoy numerous opportunities to explore colour, texture, shape and form. For example, they thoroughly enjoy constructing large-scale models from junk-modelling materials in the outdoor play area. Children are encouraged to express themselves through role play. For example, children playing in the home corner pretend to go shopping, care for babies and cook a meal for a member of staff.

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

The provision is good.

Children are developing a positive self-image because they are respected as individuals and their contributions are valued. For example, staff join in appropriately with children's discussions and listen carefully to what individual children tell them. Children are encouraged to express their views and to respect the opinions and views of others. For example, during group discussions, children discuss their news and activities, taking turns in the conversation and listening to their peers.

Children who have learning difficulties and/or disabilities have their individual requirements recognised and consistently met. Staff are experienced and therefore work sensitively with children, parents and other professionals. Realistic targets are set within children's individual plans and these are reviewed regularly, helping to ensure the balanced promotion of their development. One-to-one work where needed and good levels of staff support ensure that children are able to participate meaningfully in all activities and the daily routines of the setting.

Children are gaining a good awareness of other cultures and ways of life through activities, discussions and daily access to a range of resources which promotes positive images. Activities have included the celebration of events and festivals such as Christmas, Diwali, Eid and Easter. Children's awareness of their closer community is enhanced through the use of local facilities such as the park, and visitors to the setting, including the local police.

Children's spiritual, moral, social and cultural development is fostered. Their behaviour is good and they are gaining a clear understanding of right and wrong. They are also gaining a sound understanding about taking responsibility for their own actions because staff provide clear explanations, enabling children to understand their behaviour and make decisions about this. Staff act as good role models, showing a calm, polite and positive approach to all.

The partnership with parents and carers is good. Parents have access to practical information about the setting's policies and practice, ensuring that they are aware of daily procedures and routines. The good use of regular newsletters and notice boards ensures that parents receive relevant information about current activity plans, themes and events. Parents are kept well informed of their children's progress and activities through daily discussions with staff and regular consultation events. Parents' views are actively sought through the use of a suggestions box. Feedback from parents is positive and they demonstrate their appreciation of the service provided.

## **Organisation**

The organisation is good.

Overall, children's needs are met. They benefit from the care provided by experienced, well-supervised staff. This is enhanced as staff attend additional training, ensuring that they keep up to date with legislation and practice and are able to provide appropriate care for each child. Children's ongoing welfare and safety are promoted because there are stringent procedures in place for checking that all staff are suitable to work with children. This is further supported by a clear procedure regarding the recruitment and employment of staff and the deployment of students. Practical job descriptions ensure that staff are aware of their roles and responsibilities and consistent care is provided.

A clear staff induction process, regular staff supervision and daily monitoring of the setting ensure that policies and procedures are understood by all and are implemented consistently. All paperwork and records are organised so that they are easily accessible but are stored confidentially, ensuring that children's needs are documented and staff can work appropriately to promote their welfare and safety. This area is further supported by a confidentiality policy, ensuring that children are protected and parents are aware of records kept and their access to these.

Children's daily experience of the setting and their play opportunities are enhanced by the good organisation of space. Designated areas for different types of play ensure that children are able to move safely between these and are able to concentrate on their chosen activities.

The good organisation of the outdoor play area means that children are offered a wide variety of activities and are able to move freely between the indoor and outdoor play spaces.

Leadership and management is good. Children make good progress and their overall development and welfare are promoted because the manager has a thorough understanding of her roles and responsibilities. The very positive approach to continuous evaluation of the setting ensures that policies and procedures support daily practice and are reviewed regularly to ensure that regulations are consistently met. The manager and staff work together to develop clear plans which lead to improvements in the organisation of the setting and in the outcomes for children. For example, the recent re-organisation of the indoor space and the new planning for the outdoor space mean that children are consistently offered an extended range of play opportunities. The positive attitude to obtaining feedback means that this is used to further improve the quality of care offered. The manager acts as a good role model, demonstrating her genuine enthusiasm for her work. This creates a positive environment, in which children are valued and are able to play and learn confidently.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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):

- continue to develop opportunities and procedures that fully involve children, developing their independence and promoting their understanding of hygiene practices.

#### **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):

- continue to develop the planning procedures so that plans clearly show how the activity will be extended and adapted in order to promote individual development.

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)