

Bright Kids at Northfield

Inspection report for early years provision

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Inspector Angela Dyer

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bright Kids at Northfield is one of several nurseries managed by Millennium Bright Kid Company Limited, a registered company that specialises in childcare. The nursery registered in 2005 and operates from two converted houses in the Northfield area of Birmingham. The nursery is open each weekday from 07.30 to 18.00 all year round, except for a week at Christmas and on bank holidays. All the children share access to a secure enclosed outdoor play area. The nursery is accessible by low steps.

The nursery is registered to care for 64 children on the Early Years Register and 16 children on the compulsory and voluntary parts of the Childcare Register. There are currently 54 children aged from birth to under five years on roll in the early years age group. The setting also offers out of school care, including a holiday club for children on the Childcare Register. The nursery is able to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery employs 10 staff of whom, all hold appropriate early years qualifications. The setting is in receipt of nursery education funding and receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children benefit from being cared for by a qualified, friendly and caring staff team. Children enjoy their time at nursery and are supported in making good progress in all aspects of their learning and development. Parents are valued as partners and strategies for involving them in their children's learning are effective. Some aspects of the group's self-evaluation are strong and with the exception of minor weaknesses, children's welfare is promoted with success. The setting have made significant improvements since their last inspection and demonstrate a commitment to continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve opportunities for younger children to move freely between indoors and outdoors
- develop further the culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The leadership and management of the early years provision

All staff have a professional approach to their roles and work very well as a team. Improved leadership has led to new ways of working within the nursery, which have had a positive impact on children, for example, the introduction of a self-serve snack area for pre-school children to encourage their independence. Many other areas of the nurseries practice have also undergone review following the last inspection and as a result many improvements have been made, specifically with regards to documentation and staffs understanding of the settings policies and procedures. Staff, parents and children have started to engage in a self-evaluation process to identify the settings strengths and weaknesses and demonstrate a commitment to future improvement. However, some new ways of working, particularly in relation to the implementation of a free flow system between inside and outside play, have not yet been fully implemented to benefit children of all ages.

Children are cared for in a safe and secure environment. Staffing arrangements are organised to meet the needs of the children and there are robust employment and staff checking procedures in place to check staff suitability. Staff have a good knowledge of safeguarding procedures and demonstrate a professional understanding of their responsibilities to keep children safe. Children's risk of accidental injury is minimised as detailed risk assessments are carried out to ensure that any hazards are identified and minimised. A high number of staff now hold a current first aid certificate and have a clear understanding of the procedures to adopt in the event of an accident or emergency. Records, documents and policies have recently been reviewed and amended and now form the basis for effective practice.

Staff provide a warm and welcoming environment for children and their families. Staff fully recognise the importance of working in partnership with parents and keep them well-informed about their children's progress. Various methods are used to share information including, informal daily discussions, daily diaries and the sharing of children's learning journals and progress reports, which are presented at arranged parents evenings. Parents report that they are happy with the level of care that their children receive, and particularly refer to the positive relationships that have been formed between children, parents and staff. Staff also understand the value of working alongside other professionals and have welcomed the additional support that they have received from the local authority following their last inspection. Arrangements are also in place to work with other professionals to meet children's individual needs and partnerships with local schools have been formed to support children in the transition period between nursery and school.

The quality and standards of the early years provision

Children's artwork, photographs and posters are displayed, both indoors and outdoors, to create a bright, child-centred and welcoming environment. All staff act as positive role models and speak to children in a calm, gentle and respectful manner. Staff have a sound knowledge of appropriate behaviour management

strategies, which has been enhanced through attending in-house training sessions, and children are encouraged to share, take turns and consider the needs of others as well as themselves. Activities are used effectively to encourage children to value diversity and children are encouraged to learn about the world around them through fun activities.

Staff are intuitive of children's individual needs and use information from their observations to pursue children's interests and plan the next steps in their learning. Their individual needs are known and fully respected by staff, who adapt activities to ensure that all children are able to participate at a rate best suited to their individual stage of learning and development. Children enjoy following topics which are often initiated by their own interests and ideas and within these topics staff plan further activities to stimulate children's interests and build upon what they already know.

Staff offer a range of play experiences, which enable children to develop new skills, knowledge and have fun. Babies are content and relaxed as they benefit from the close support and interaction they receive from staff. Young children enjoy exploring resources, including metal pots and pans and different tactile materials, within their treasure baskets. Children are encouraged to become fully involved in creative play and 'getting messy' is not used as a barrier for children's enjoyment or creativity. Young children enjoy splashing in the water play and are provided with opportunities to explore paint with their hands, feet and bodies whilst older children confidently select their own art resources and create glittery pieces of art to take home. All children enjoy the experience of being outside on a daily basis and older children fully benefit from being able to use the outside area throughout the day, where they are able to continue and extend upon their learning and play.

Children's problem solving, reasoning and numeracy skills are developing well, as staff thread mathematical understanding into many activities. Children's thinking, listening and language skills are also developed as good quality adult-child interactions are supportive of their communication skills. Children enjoy physical activities outdoors where they are able to use the climbing frame, balance on the wooden logs and crawl through the willow tunnel. During physical activities children are encouraged to think about the effects that exercise have on their bodies and whilst using the bouncy castle many children talked about how they were getting hot and how their hearts were beating faster. Children are also encouraged to learn new skills and many older children demonstrated their knowledge of computers, whilst younger children proudly showed off the seeds that they had helped to plant.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met