



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 260946

DfES Number: 543072

### INSPECTION DETAILS

Inspection Date 31/01/2005  
Inspector Name Hazel Christine White

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Bright Kids at Crabbs Cross  
Setting Address 425 Evesham Road  
Redditch  
Worcestershire  
B97 5JA

### REGISTERED PROVIDER DETAILS

Name Millennium Bright Kid Company Limited

### ORGANISATION DETAILS

Name Millennium Bright Kid Company Limited  
Address The Grange,  
37 Alcester Road  
Studley  
Warwickshire  
B80 7LL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Bright Kids at Crabbs Cross opened in 2001. It operates from six rooms in a converted two-storey house in Crabbs Cross, Redditch. The nursery and out of school club serves the local area.

Children attending the out of school club have separate facilities attached to the nursery. There is a Mini Forest School being developed.

There are currently 71 children under eight years on roll. This includes sixteen funded three and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 07:30 until 18:00.

Seventeen staff work with the children. Over three quarters of the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP). There is Forest School leader in the setting.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Millennium Bright Kids provides generally good quality education which helps three and four year olds make progress towards the early learning goals. Provision for their personal, social and emotional development as well as communication, language and literacy and their creative development is well planned and they make very good progress in these areas.

Teaching is generally good. Staff plan a variety of practical activities and understand what children learn from them. They increase children's independence by creating a relaxed environment where they are encouraged to select their own resources. Relationships with children are well fostered and the use of praise and encouragement is given priority. Staff skilfully develop the children's language by maintaining a dialog and asking questions which encourage them to think and talk about what they are doing. Indoors and outside are used well to promote the children's physical skills, but less effectively to develop their understanding of the affects exercise has on the body. Some aspects of mathematics and knowledge and understanding of the world need to be extended and resources for children to learn how things work and to develop their skills in operating simple equipment increased. Key workers keep a record of observations and know individual children well. This information needs to be used to plan what children should do next.

The leadership and management are very good. Staff work well as a team, communication and support is very good and staff are clear of their responsibilities. They meet to plan for the future and review previous practise. Staff deployment is effective and training given priority. The setting has successfully completed a quality assurance award.

Partnership with parents is very good. Parents receive good information about the provision and are actively involved in their child's learning. Organised open days help parents to understand how they can support their child's learning at home.

### What is being done well?

- Staff help children to settle and become confident. Children's personal, social and emotional development is promoted well. Relationships between staff and children are strong and children relate well to each other and visitors.
- There is a good focus on language development and children are learning early reading and writing skills in a variety of ways.
- Staff are consistent in their management of behaviour. They give children clear and consistent boundaries and help them to understand the impact of unacceptable behaviour on others. Their calm and polite manner sets a good example for children.

- Children are learning about the natural world and how to look after the environment through "Forest School" which operates twice a week. They dig, plant and explore living things in all weathers.
- Children's creative development and experiences are good. There are frequent opportunities for children to develop their imaginative through role play and the use of small world toys. Children explore sound through singing, using musical instruments and listening to audio tapes.
- Parents are kept well informed about their child's progress and links between the nursery and home are good.

#### **What needs to be improved?**

- the use of observation records to inform planning for individual children and identify more able children who need to be extended beyond assessment targets
- ways in which children can develop skills in operating simple equipment and learn how things work
- the use of daily routines and practical activities for children to practise counting and develop an understanding of addition and subtraction.

#### **What has improved since the last inspection?**

Not applicable as this is the first inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have warm, trusting relationships with staff and are keen learners. Confidence and self-esteem are built up by staff who are sensitive to their needs and know the children well. They are encouraged to be independent and freely select resources. Children respond well to known routines, are well behaved and show consideration to one another. They excitedly share experiences with the group and are forming strong friendships with one another.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are keen communicators with adults and peers. They enjoy listening to stories and eagerly answer questions. Books are easily accessible and children are able to look at them independently. The environment is rich in print and children are encouraged to read and copy simple words including their own names. They are beginning to link sounds to letters and activities encourage writing for a purpose. Children are learning to speak in turn and listen to others.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count to ten and beyond and recognise shapes, colours and size. They are learning to recognise numbers and count during focused activities, however their understanding is not reinforced as they take part in routine tasks and spontaneous play. Children have some opportunities to learn the concept of addition and subtraction. They weigh and measure during cooking activities and are developing capacity awareness during sand and water play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have planned activities which help them learn about the natural world and how things grow and change. They talk about features of the environment and home. Through a programme of festival celebrations children are beginning to develop an awareness of cultures and beliefs. They use the computer with confidence and most children complete simple programmes with little support. Children would benefit from a wider range of resources to investigate and find out how things work.

### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are developing control and co-ordination when using equipment and can climb, jump and balance with confidence. They are developing an awareness of space when using wheeled toys and enjoy frequent music and movement sessions. Children are learning to use small tools and utensils skilfully. Through discussion they are increasing their knowledge of healthy eating although this is not extended to include body awareness and the changes to their bodies after exercise.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children use their imagination and show interest when using a wide range of media. They select materials which enable them to create pictures and models. Children enjoy role play and draw on their experiences as they play in the hospital, shop and hairdressers. They have frequent opportunities to use musical instruments and join in familiar songs and action rhymes.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure that observation records are used to plan the next stage for individual children and extend more able children beyond assessment targets.
- Increase opportunities for children to gain an understanding of how to operate simple equipment and an awareness of how things work.
- Increase opportunities for children to practise counting and develop an understanding of addition and subtraction.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*