

# Bright Kids at Crabbs Cross

Inspection report for early years provision

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**Inspection date** 06/04/2011  
**Inspector** Christine Williams

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**Type of setting** Childcare on non-domestic premises

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## 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).

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.

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## **Description of the setting**

Bright Kids at Crabbs Cross is one of six childcare settings run by Millennium Bright Kid Company Limited. It opened in 2001 and operates from a converted detached house in Redditch, Worcestershire. Nursery facilities for children aged from three months to under five years old are offered in the main building, with out of school provision provided in a single-storey extension. Children have access to an enclosed outdoor play area which includes a woodland area. The setting is situated in a residential area, close to schools, shops and public transport links. Children attend from the local area and surrounding villages. The setting is open each weekday from 7.30am to 6.00pm for 51 weeks of the year.

The nursery and out of school provision is registered on the Early Years Register. A maximum of 71 children may attend the setting at any one time. There are currently 80 children aged from three months to under five years on roll, some in part-time places. The setting also makes provision for children older than the early years age group and this is registered on the compulsory and voluntary parts of the Childcare Register. Babies are cared for on the first floor, with no lift access. The nursery currently supports a number of children with English as an additional language.

There are 12 members of staff, most of whom hold appropriate early years qualifications to at least NVQ Level 3. One member of staff is qualified to degree level and has achieved Early Years Professional Status. Two members of staff hold a Level 4 qualification. The setting provides funded early education to three- and four-year-olds and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All aspects of children's welfare, learning and development are strong, with some areas being exceptional. Children make good progress in all areas of their learning and are developing the skills needed to become creative and independent thinkers. Arrangements for supporting children's health and well-being are effective, with safety and safeguarding promoted to an exceptional level. Staff are experienced in working with outside agencies and there is a strong relationship with parents. Effective self-evaluation has resulted in a clear vision for quality provision and well-targeted priorities for future improvements. The introduction of new national and local childcare initiatives are beginning to further raise the overall effectiveness of the nursery's work, although some of these have not been in place long enough to have had full effect.

## **What steps need to be taken to improve provision further?**

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

- review and extend the arrangements for helping children through times of transition, particularly when moving on to school.

## **The effectiveness of leadership and management of the early years provision**

Robust procedures ensure that arrangements for safeguarding children are exemplary. Staff have all received up-to-date training on safeguarding and demonstrate a high level of awareness and understanding. The nursery employs a specialist member of staff to monitor all aspects of safeguarding, including such things as protocols and practices for referring any concerns. There are close relationships with key agencies, such as social care and local community police officers, and these help to further strengthen channels of communication. As a result, the nursery is well placed to respond to any issues that may arise. Employment procedures reflect best practice and the arrangements for monitoring and restricting the use of mobile phones and social internet sites have been well considered. Risk assessments and safety checks are carefully implemented to ensure children are safe at all times.

Leadership and management of the nursery is effective. Leaders are focused on high quality provision, there is a strong sense of teamwork and morale is high. Those in charge lead the nursery well, setting the operational ethos and supporting a culture of reflective thinking, improvement planning and ongoing training. The manager is proactive in attending local childcare meetings and forums, and many national and local early years initiatives are being used to improve practice. However, some of these are not yet fully embedded. Staff are well qualified and work effectively together to ensure children enjoy a safe and stimulating environment. Care rooms reflect the family backgrounds and cultures of the children attending and are attractively decorated with creative displays and photographs. Staff work collaboratively with parents and outside professionals when necessary in order to meet children's varying needs. Some staff have attended training on specific issues, such as children's emotional health, and visual aids are used well to support children who speak English as an additional language. Children's different learning styles are planned for and outside areas are particularly effective in supporting the learning needs and fascinations of boys, as well as girls.

The partnership with parents is a strength. Parents talk positively about the work of the nursery and say they feel welcomed and well supported. They are provided with a wealth of information through such things as daily discussions, diaries, a website and parents' evenings, and are helped to join in with their children's learning. For example, a detailed handbook provides details of everything a parent needs to know to ensure their child settles quickly and 'activities at home' sheets help parents to build on what their child has experienced at nursery. Some aspects of how the nursery supports parents is innovative, such as coffee mornings and 'stay and play' sessions. These give parents the chance to chat about their child and gain advice and support in a social atmosphere. Effective communication strategies are used to support the transition and learning and development of those children who attend more than on setting, and the partnership with nearby

primary schools is strengthening. However, there is room to do more to ease children's transition into full-time education.

## **The quality and standards of the early years provision and outcomes for children**

Children make good progress and enjoy close attention and lots of opportunities to become creative and independent thinkers. They confidently seek support from caring and attentive staff and take part in interesting and stimulating learning experiences. Staff plan clear learning outcomes for children that are based on their varying abilities. They are skilled at engaging children and planning ways to capture their interest. Children are frequently observed so that staff know what they enjoy doing and what progress they are making.

Children gain much from the imaginative range of good-quality activities and experiences on offer in the nursery and out-of-school provision. They develop good social skills and are helped to make friends. Children behave well, share, take turns and often work together cooperatively. For example, children help each other to work out the best way to make water run down a tube. Three- and four-year-olds are encouraged to learn to take on responsibility for their own belongings and to carry out simple tasks, and this helps to prepare them for school. Children's individuality is valued and photographs of children's families are displayed to encourage them to share their home backgrounds and cultures with each other. They listen carefully to stories, enjoy looking at books and enjoy making marks in sand, paint, foam and with crayons. Counting is threaded through most activities and a variety of quality resources help children to weigh, measure, sort and recognise shapes. Children delight in using their senses. They use different textures, such as sand, water and soil. Babies and toddlers benefit from a sensory room and there are treasure baskets of natural and household objects to investigate. There are wide opportunities to build and construct and pre-school children have daily use of computers and programmable toys. Children of all ages enjoy being creative. They become engrossed in games that develop their imagination, relish making things and enjoy weekly music times. Outside play offers many exciting learning opportunities and children take an active part in helping to care for their environment by helping to pick up litter and recycling paper, plastic and vegetable peelings.

All children show an extremely strong sense of security and safety. Outside play in the garden and wooded area provide excellent opportunities for children to challenge themselves and to learn how to behave responsibly and with safety. Four-year-olds show a strong grasp of how to protect themselves and others, particularly when climbing or using spades and other gardening equipment. For example, they know to ask permission to climb the tree and remind each other to 'hold on tightly' and not to climb any higher. Toddlers turn quickly to their key workers when they feel they need help or support and children often demonstrate their safety awareness during their imaginary play. Staff remind children of safety rules and the reasons for them. Fire drills and visits from local firefighters build on and support children's understanding of how to protect themselves in an emergency. Road safety rules are promoted through role play and games, then

reinforced and practised during outings and trips. Children eat healthily and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Snacks consist of a variety of fruit, vegetables and salad, and the nursery works closely with its outside caterers to ensure healthy and balanced meals are provided at lunch times. Within the nursery there are quiet areas to rest on cushions, bean bags and sofas, and babies sleep soundly and safely and are regularly checked on.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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