

Bright Kidz Pre-School

Inspection report for early years provision

Unique reference number	EY362899
Inspection date	10/07/2012
Inspector	Julie Biddle
Setting address	Priestmead First & Middle School, Hartford Avenue, HARROW, Middlesex, HA3 8SZ
Telephone number	07956 243422
Email	brightkidzpreschool@yahoo.co.uk
Type of setting	Childcare - Non-Domestic

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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 Kidz Pre-School is run by a private provider. It registered in 2007 and operates from a self-contained classroom within the grounds of Priestmead First and Middle School, in the London Borough of Harrow. All children have access to an enclosed outdoor play area.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 26 children under eight years old at any one time. There are currently 46 children in the early years age range on roll. The pre-school is open each weekday during term-time from 8am to 3.30pm. The pre-school receives funding for the provision of free early education for children aged two, three and four years. It supports children who are learning English as an additional language.

The pre-school employs six members of staff, all of whom hold appropriate qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The energetic and committed staff are enthusiastic and highly motivated. Children benefit from a wonderful child-centred environment, which provides excellent opportunities for them to make very good progress overall in their learning and development. The management staff share a very clear vision for the future and demonstrate an excellent capacity to maintain continual improvement. The highly effective partnership between the staff, the children and their parents is extremely effective in securing outstanding outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing further opportunities for children to develop a sense of time, for example by extending opportunities for long-term planting projects in the garden.

The effectiveness of leadership and management of the early years provision

Staff give safeguarding the highest priority and have an excellent understanding of how to protect children. Comprehensive policies and procedures are regularly reviewed and available so that parents can fully understand how staff safeguard

their children. The pre-school has robust recruitment procedures and ongoing staff checks help to ensure all persons working with the children are suitable to do so. Extensive risk assessments are an integral part of daily practice, effectively protecting children from harm.

The environment is inspiring and offers an extensive range of activities, both indoors and outside, that encourage children's interest and curiosity. Children benefit from using very high quality resources. They make their own choices of activities supported by attentive staff. This helps them to develop independence.

Engagement with parents is exemplary. Parents are very well informed about all aspects of their child's achievement and well-being, for instance, through newsletters, daily discussions and progress reports. They complete questionnaires about the pre-school and results show they hold it in high regard. Staff act upon any suggestions from parents. For example, a chart now shows parents when a fire drill has taken place giving them the opportunity to discuss this event with their children. Parents come into the pre-school to share in special events, such as sports day and trips in the local and wider community. In addition, they are invited to share their skills with the children, for example they come in to show children how to ice cakes and to read stories in home languages. Close liaisons with other professionals supports staff's work with all children. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed which further promotes inclusion. Furthermore the staff develop links with the schools children will attend so aiding the transition to 'big school'.

Staff have a very strong commitment to equality and diversity. They gather all the required information regarding children's individual needs from parents, meaning the children's individual needs are fully met and respected. They have an excellent understanding and great commitment to supporting children who are learning English as an additional language. The pre-school provides extensive resources and display many images which positively reflect the wider community. Children's individual cultures are highly valued and embraced. The pre-school recognises a variety of different festivals throughout the year and children are developing an excellent understanding of the cultures, beliefs and needs of others.

The management team are inspiring and highly motivated. They share their enthusiasm with their extremely committed staff to build on the work of the setting. Clear systems for managing staff performance and professional development are firmly embedded. Extensive training opportunities mean staff remain inspired and challenged in their work and morale is very high. There are extensive self-evaluation systems in place, which include high levels of input by the management, staff, children and parents. The systems are highly effective at identifying areas of strength and for improvement. Targets set are realistic and achievable and support the continuous improvement of the setting.

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

Children relish their time in the highly stimulating and inspiring environment. They rush in and quickly settle to their chosen activities. They make excellent progress because of the high quality interaction with staff who have a genuine interest in, and enjoyment of, children's successful achievement. Children's current and ever changing interests are fully included in the planning. For example, an interest in dinosaurs led to a trip to a museum. Children play a dynamic role in the pre-school and are encouraged by the enthusiastic staff to feel confident about the own abilities. They play and learn both independently and with friends as they develop excellent skills for the future. They persist at their chosen activities and demonstrate high levels of concentration. For example, they focus on making one shape out of two other shapes and then draw the models they have created. They learn about mathematical concepts as the as staff skilfully introduce shapes, numbers and problem solving into all aspects of their play. Creative resources are made fully available to children throughout the day. Children use their imaginations as they play in the home corner, bandaging their dolls and listening to their heartbeats

Staff skilfully allow time and space for the children to concentrate on their activities and to develop their own interests. Excellent observations and assessments enable staff to monitor and ascertain each child's achievements. Plans include the next steps in the child's unique learning journey and help to ensure that consistent progress is made. Records of children's achievements clearly demonstrate the outstanding progress they are making.

The well-resourced, stimulating outdoor area provides equipment that challenges and excites the children. They have a wonderful time as they balance on beams and ride cars that they reverse into spaces and pretend to fill with petrol. They use the outdoor space with high levels of enthusiasm. They explore their environment, identifying features and noticing the natural world. They have some experience of planting and growing to help them develop a sense of time but this remains an area for further development. Children enthusiastically join in with singing familiar songs, such as 'Going to the zoo' as they recall a recent outing. Listening to stories is inspiring and exciting for children. Staff use story boxes to add new dimensions to the story. Children use highly descriptive language as they describe the butterfly they have seen, describing the wings as 'smooth' and 'soft'. Early writing skills are fully embraced by staff who encourage children to write their own names and offer praise when they do so.

Children have a high regard for one another and the staff. They show they have an excellent sense of feeling safe as they confidently seek out help or comfort when they need it. The children's sense of belonging is fostered exceptionally well as their creative work and photographs of them are displayed all around the environment. They have a high level of understanding about personal safety and the safety of others around them. They regularly practise the evacuation drill and know what to do in an emergency and staff gently remind them to be careful as they move around. Very effective staff deployment means children are safe as they

rush in and out. Children adopt very good hygiene routines and positive steps are taken by staff to minimise the risk of cross-infection. Children very ably describe the proper way to wash hands to stop 'germs'. Healthy eating is a priority in the setting and parents are given information about providing healthy foods for packed lunches. Children have developed a poster that stimulates discussion about good and bad foods.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

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

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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