

Bright Kidz

Inspection report for early years provision

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Inspection date

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Inspector

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Setting address

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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 was registered in 2012 and is run by a limited company. It operates from a converted warehouse attached to a play centre in Perry Barr, Birmingham. Children share access to a secure indoor physical play area. The setting serves the local area and has links with the local schools.

A maximum of 79 children under eight years may attend the setting at any one time. It opens Monday to Friday from 7.30am until 6pm for 51 weeks of the year. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 22 children attending who are within the Early Years Foundation Stage.

The setting employs eight members of childcare staff, five of whom hold appropriate early years qualifications. It receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children and their families are warmly welcomed into the nursery. Staff create a comfortable and generally well-organised learning environment which helps children to make sound progress in their development. A key person system is in place to ensure that children's individual welfare needs are known and met. There are good relationships with parents and other early years providers to help ensure consistency of care. Safety is mostly addressed. The owner and staff team are committed to driving improvement and are implementing suitable systems to evaluate and monitor their practice.

What steps need to be taken to improve provision further?

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

- use every day routines and open-ended questioning in order to maximize children's learning
- review the organisation of group sessions to ensure all children participate fully
- give children time to complete activities to their satisfaction and to be able to return to activities
- regularly review the contents of the first aid box.

The effectiveness of leadership and management of the early years provision

Children are safeguarded appropriately because staff have a suitable knowledge of possible signs of abuse and the procedures to follow if they have concerns about a

child in their care. The designated person has attended appropriate training and has provided some in-house training to other members of staff. Effective employment procedures are in place to ensure that children receive care from staff who have undergone the required suitability checks. Children use premises that are secure and they are supervised well at all times. Daily safety checks are completed and written risk assessments are available for all aspects of the provision. Some staff are first aid trained and all know how to deal with accidents. However, the first aid box is not sufficiently stocked and contains items which are not specifically for children. This could compromise children's welfare.

The nursery provides a service that is inclusive for all children and their families. Positive images of diversity are displayed around the setting, providing a clear message that all people are valued and welcome. Staff work hard to create a welcoming, child-friendly environment which allows children to make some independent choices. They use a suitable range of interesting resources in their play and these include toys that reflect our wider society, such as books, puzzles and role play toys from other cultures. This helps to promote children's understanding of equality and diversity. Staff are well deployed and effective key worker systems are in place. This promotes consistency and enables children to build effective relationships.

Good partnerships exist with parents. They are fully included in their child's care and learning. Parents comment positively on the care their children receive. They appreciate the friendliness of the staff, how their views are listened to and the variety of activities their children engage in. Each day staff talk to parents individually about what their child has been doing and babies also have a daily diary. Parents view an informative notice board and receive copies of the main policies and procedures. They complete questionnaires about the service provided and add their comments to the suggestion box. Parents also complete an 'all about me' document and this information is appropriately used to plan for children's individual learning.

Links are developed with local schools and healthcare professionals so that children receive continuity of care and their learning is complemented. Staff are committed to developing their knowledge and skills, and suitable systems are in place to help identify their training needs. Management are beginning to lead and encourage a culture of reflective practice so that ideas for continuous improvement can be identified. The provider and manager are keen to target areas which will improve outcomes for children. They have visited other early years settings so that good practice can be shared and are willing work with the local authority to develop their provision.

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

Children enjoy their time at the nursery and quickly become involved in the activities available to them. Older children have free-flow play between rooms and babies are cared for in a separate area so that they can crawl and roll safely around the floor. Staff undertake observations to find out what children can do and

what interests them. This information is generally used to identify and plan for specific areas of learning to further enhance and promote children's interest. However, rigid routines sometimes prevent children from completing activities to their satisfaction and group situations, such as circle time, do not engage all children. This hinders their learning and enjoyment and could mean that some children are not always appropriately challenged.

Labelling around room enhances children's understanding of the written word. They enjoy sharing books independently and listening to a familiar story. They have opportunities to make marks with pens, pencils and felt-tip pens, and some children are learning to sound and write the letters of their names. Focus activities encourage children to learn about colours, shapes and counting; however, some staff do not make effective everyday routines and open-ended questioning in order to maximise children's learning. Children love using their imagination during role play and show an interest in pretending to take part in a talent show as they perform songs, dance and dress up in costumes. Children have access to some programmable toys and they learn how to operate calculators.

Warm and caring relationships between staff and children are evident. Babies respond positively to interactive toys; pressing buttons and lifting flaps to make sounds and lights flash. They laugh and smile as they join in with action songs and copy adults, clapping their hands and shaking their heads. Children's physical skills are enhanced well because they access the large soft play area which includes a variety of climbing equipment. They have plenty of fresh air. Babies go for daily walks and older children visit the local park and recreational areas on a regular basis. They love collecting vegetation for the nursery tortoise.

Children are valued and the staff help them to feel good about themselves by frequently providing support, praise and encouragement. Children are well behaved and staff encourage them to be considerate of others, share and take turns. Children's efforts are rewarded with lots of smiles and praise, helping to build their self-esteem. Resources portray positive images to help children to learn about diversity and they celebrate special events, such as Eid and Christmas. Multicultural displays are evident throughout the nursery. Children fundraise for charities, which raises their awareness of the needs of others.

Children's are learning about keeping themselves safe through the discussions and activities provided. They join in fire evacuation practices so that they are familiar with what to do in an emergency. Children follow good hygiene routines and know when to wash their hands and why it is important. Staff are good role models and there are effective procedures in place for keeping toys and equipment clean. Children develop a good understanding of healthy eating because there is a varied menu which includes fresh fruit and vegetables. Drinking water is easily accessible throughout the session. Staff are aware of each child's individual dietary needs and ensure these are met.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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