

Bright Kidz

425A Walsall Road, Perry Barr, BIRMINGHAM, B42 1BT

Inspection date	16/09/2013
Previous inspection date	30/04/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Relationships with parents are good. They praise staff, feel information is shared effectively and feel that their children enjoy their time at the nursery.
- The management and staff work as a team and are beginning to identify and target areas for improvement in the nursery. This means that children's learning opportunities are improving.
- Children thoroughly enjoy playing in the soft-play centre, which is used well to promote their physical development and contributes to children's healthy lifestyles.
- Arrangements for safeguarding children meet statutory requirements. Staff understand the importance of promoting the safety of children in their care, which means children are kept safe.

It is not yet good because

- Some staff do not always manage children's behaviour sensitively or in a manner that is appropriate to the age and stage of development of individual children to promote their understanding of acceptable behaviour.
- Children are not fully supported to guide their own learning and develop independent skills, by participating in the preparation and serving of meals and snacks.
- The book area is not well organised or attractively presented to encourage an appreciation of books and children do not have many opportunities to see print and labels in the environment to support their interest in the written word.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor areas and in the soft-play centre.
- The inspector spoke with the nursery owners, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation, including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector carried out a joint observation with the manager of dinnertime in the toddler room.

Inspector

Jennifer Turner

Full Report

Information about the setting

Bright Kidz was registered in 2012 and is run by a limited company. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a converted building and is attached to a soft-play centre in Perry Barr, Birmingham. Children use the soft-play centre for physical exercise. The setting serves the local and surrounding areas. The setting 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. There are currently 35 children on roll, all of whom are in the early years age group. It supports a number of children with special educational needs and/or disabilities and a small number of children who speak English as an additional language. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above and one is working towards a recognised early years qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure staff have a clear understanding and follow the setting's policy in relation to the management of children's behaviour; by ensuring children's behaviour is managed sensitively with regards to children's age and stage of development.

To further improve the quality of the early years provision the provider should:

- improve experiences for children, which enable them to fully guide their own learning and develop independence skills, for example, by participating in the preparation and serving of meals and snacks
- extend opportunities to support children's literacy skills. For example, by enhancing the book area to create a more inviting environment where children can develop an appreciation of books, in addition; create a rich environment where children see words, prints and logos to support their literacy skills.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have appropriate knowledge of the learning and development requirements and a sound understanding of how to promote children's development. They plan a broad variety of activities to support children's learning and carry out regular observations. The

current observation records have recently been implemented, following guidance from the early years consultant. They note what children know and can do and use the information gained from these observations to plan for individual children's interests and next steps. Information gathered from parents at the start of the placement in the 'all about me' profiles, gives staff a picture of children's starting points. Each child has a learning folder containing staff observations, samples of their creative artwork and photographs as they engage in activities. Parents are kept well informed about children's learning and progress. They are encouraged to view and contribute to their children's learning records and share information via a communication book. This is completed each day as staff record babies' dietary intake, nappies, sleep times and what activities they have participated in during the day. This helps to ensure parents have the necessary information about their child's day. Parents are provided with regular newsletters informing them about current activities and topics and how these can support children's home learning. In addition, parents are invited to attend workshops with their children.

Staff support the development of children's language skills by regularly engaging them in conversation. They talk to children and promote the development of their vocabulary, through naming items of interest and sometimes encouraging younger children to repeat the word. Staff respond well to the babbles and gestures of babies, such as 'mama, mama', 'brum, brum' and introduce the correct words. Children enjoy listening to and participating in stories, which helps to promote their literacy and communication skills in a fun and interactive way. Staff use children as actors to recreate the story of the 'three little pigs'. Using resources, such as bricks, children create the three houses for the pigs and dressed in a lion's costume they pretend to be the wolf. Older children mimic staff reading stories. They sit on the chair, holding the book for all to see and reading the story word for word, about going on a hunt to find a bear. However, the book area lacks appeal and interest. The area is not cosy or inviting and books are piled in a cupboard, which fails to ignite children's love or appreciation of books. In addition, the lack of labels, logos and words in the environment means children's interest in the written word is not fully promoted. Children are provided with good a range of materials to explore in the very well-resourced art and craft station, that encourages them to explore and investigate. Babies' senses are stimulated as they handle a range of sensory objects, such as, fur fabric, shiny papers and smooth and rough objects from the sensory wall display. Toddlers and pre-school children enjoy accessing a broad range of creative resources, to encourage them to use their imaginations in role play and explore colours, as they paint and make collages. Older children enjoy making marks in shaving foam with different objects, such as a string of beads and threading pasta to make necklaces. Staff support children's mathematical development as they regularly count to develop their numeracy skills, singing number songs and rhymes, counting forward and then back as they sing, 'five little men in a flying saucer'.

Staff provide appropriate support for children who speak English as an additional language. They respect children's home language and seek to obtain words and phrases from parents to support their understanding and inclusion. They also use an appropriate range of strategies to support children with special educational needs and/or disabilities, including pictures of the routines to aid their communication skills. All children are treated as individuals and staff respect their unique needs. Staff have begun to carry out a progress check at age two years, which summarises for parents their children's

development and is used to identify if any additional support is needed. Children learn about the world around them as they regularly go for walks in the local area. For example, they visit the local park and learn to care for the pet tortoise, feeding him lettuce and tomatoes. Children recall their visit to the nature centre and all the animals they saw, pointing to the photographs displayed of their visit and a child is amused as they recall the ostrich with the same name as them. Children's physical development is fostered well, because they have daily opportunities to use the soft-play centre attached to the nursery. They enjoy the aerobics sessions, playing in the ball pool and using the large climbing equipment. This helps to foster their physical development very well. Parents are encouraged to become involved in children's learning through attending parent consultation sessions to enable a child's key person to discuss children's progress and allow parents to share what children's interests are at home.

The contribution of the early years provision to the well-being of children

Staff follow appropriate care practices to support children's health and well-being. Most children settle well and are happy at the nursery. The gradual settling-in sessions allow children to feel at ease in the nursery, as they get to know their key person and this supports them in forming positive relationships. Staff cuddle babies if they are unsettled, providing a sense of comfort that contributes positively to their well-being. Older children behave well as they know what is expected and they respond well to the expectations of staff. However, on occasions staff do not follow the behaviour management policy, by ensuring strategies used with younger children are managed sensitively with regards to children's age and stage of development to promote their self-esteem. This means some aspects in children's social and emotional development is being fully supported. Children are learning to be independent in some of their learning and personal care routines, such as when they select resources to play with or wash their hands. However, staff do not always give children the opportunity to be independent and fully guide their own learning. For example, by participating in the preparation and serving of meals and snacks. This means that children are not always given responsibility for simple age-appropriate tasks to promote their independence.

Staff provide a clean and safe learning environment for children. They manage this because they supervise children's play; they complete daily safety checks and conduct regular risk assessments. Therefore, adequate safety precautions are in place to minimise hazards and accidents. The premises are fitted with security cameras in all rooms and a visual intercom system enables staff to see everyone entering the building. Visitors are asked to sign in and out. Children are beginning to understand ways in which they can keep themselves safe. For example, staff ensure all children have the space and freedom to explore their environment, while being under their close supervision. In addition, they involve children in fire evacuation practices, so that they know what to do in an emergency. Children know they must wear high visibility jackets on outings and when using the soft-play centre, so staff can see them clearly. Staff take steps to promote children's health and well-being. For example, they implement appropriate policies and procedures to promote their health, such as adopting regular cleaning routines as a way to minimise illness and infection. Through routines, they encourage children to wash their

hands at appropriate times throughout the day. Everyone entering the baby room is required to remove their shoes and staff sterilise equipment. This contributes to children understanding the importance of good hygiene practices.

Children's physical development is promoted well especially in the indoor play centre as they provide children with many opportunities, for example, to balance and climb on the large climbing equipment and slides. Children benefit from well-balanced, nutritious meals and snacks, which are freshly prepared by the play centre and children can help themselves to fresh drinking water at all times throughout the session. Staff help older children to understand different feelings through discussion and they use picture cards to help children show how to express feelings of happiness and sadness. Additionally, staff use opportunities such as this, to help children to learn to share with each other and take turns. There are some systems in place for supporting children's move between the nursery rooms. Children visit the room they are going to move into with their key person, enabling them to become familiar with the new surroundings and to get to know the new key person working in that room. There is an appropriate sharing of information with the school, for those children moving on to the next stage in their lives.

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

This inspection took place following a notification from the provider that a laptop containing children's personal information had been stolen in a burglary. During the inspection, the provider confirmed that no personal information was stored on the laptop. There are secure systems in place to store records safely and the provider is aware of legal requirements in relation to data protection, thus ensuring children's personal information is protected. The leadership and management team consists of the registered person and manager. Since the last inspection, five months ago, there has been a change of managers and some of the staff team. The owner and manager have recently undertaken the designated safeguarding persons course and staff understand their role in child protection and in safeguarding children. They are fully aware of the action, which they need to take and whom to contact should they have any concerns. Therefore, children are kept safe and protected. All required policies and procedures are in place and reviewed annually to ensure that they support the care, learning and safety needs of all children. This includes a policy relating to the use of cameras and mobile telephones in the nursery. The nursery maintains an appropriate record of complaints received and the action taken in light of a complaint. Robust recruitment and vetting procedures alongside effective induction systems help to ensure staff are suitable to work with children. Appropriate systems are in place to assess staff's ongoing suitability. Owing to high security measures in place, no unvetted persons can enter the nursery without the knowledge of staff.

The manager understands the learning and development requirements and her responsibility to monitor staff practice and the effectiveness of teaching and the educational programmes. Staff have attended training on the characteristic of effective learning and this had enabled them to review observations, assessments and planning,

along with support from the early years team. This has resulted in changes to how staff plan for children, observe their learning and plan for their next steps. As a result, the impact on children is not yet measurable. Appraisals and regular staff supervision meetings mean that staff performance is monitored and any concerns about children are addressed in a timely way. The manager has started to observe the staff team and peer observations are to be introduced to enable staff to share practice and promote consistency between staff members.

The nursery management team demonstrates through their self-evaluation, a desire to further improve the nursery with active development plans. For example, they have plans to develop the outdoor space to enable children to get daily fresh air, albeit children regularly use the local parks. Staff are encouraged to attend training to develop their professional skills. Both the owner and manager have enrolled on the degree course and have a desire to see the nursery become the best. They have visited other early years settings graded outstanding to glean good practice to implement in the nursery. Partnerships with parents are sound, staff use daily diaries for babies and verbal feedback to keep parents informed about their children's day. They seek parent's views through questionnaires and plan meetings to discuss children's progress. Parents say that they are pleased with the provision, that their children progress well and they appreciate the caring staff team. Partnerships with local schools and other professionals work well to meet children's needs, including those with special educational needs and/or disabilities, to help prepare them for school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY442378
Local authority	Birmingham
Inspection number	931805
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	79
Number of children on roll	35
Name of provider	Bright Kidz Limited
Date of previous inspection	30/04/2013
Telephone number	07403491853

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

