

Bright Kids Pre-School

Norbury Park Lawn Tennis Club, Ederline Avenue, London, SW16 4RZ

Inspection date

Previous inspection date

10/07/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

| | |
|--|---|
| How well the early years provision meets the needs of the range of children who attend | 2 |
| The contribution of the early years provision to the well-being of children | 2 |
| The effectiveness of the leadership and management of the early years provision | 2 |

The quality and standards of the early years provision

This provision is good

- Children are happy and settled because they have secure relationships with staff who know them well.
- Staff planning meets the needs of children effectively and provide stimulating, wide-ranging activities.
- Staff follow children's lead and enable children to create their own play which supports their independence.
- Staff prioritise children's safety. They carry out regular risk assessments covering all aspects of the nursery to keep children protected from harm.

It is not yet outstanding because

- Opportunities for children to understand their community are not fully developed.

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.

Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Bright Kids Pre-school registered in 2013. The nursery is based in Norbury Park Lawn Tennis Club House, within the London Borough of Croydon. The nursery operates from a large hall. Children have access to an outdoor play area. The nursery is registered on the Early Years Register. It is open each morning from 9.30am to 3pm, Monday to Friday during term time only. Children can attend various sessions during those hours. There are four members of staff, including the manager, all of whom hold early years qualifications. The manager has a degree in early years; the deputy holds a foundation degree in early years and two staff members hold qualifications at level 3. The nursery provides funded early education for three- and four-year-olds. There are 25 children on roll. The nursery supports children who speak English as an additional language and children with special educational needs.

What the setting needs to do to improve further

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

- provide opportunities for children to develop understanding of their community by visiting features of the locality.

Inspection judgements

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

Children make good progress in this stimulating, organised nursery. Staff make comprehensive plans which meet children's individual needs well. They provide a good balance of structured learning opportunities and independent play, which supports children's development effectively. Overall, staff cover all areas of learning well. They assess children efficiently and use this information effectively to ensure that children are suitably challenged. Staff cater for the different ways that children learn by providing children with good indoor and outdoor activities.

Staff have implemented the 'Every Child a Talker' communication and language scheme which has led to good language development. For instance, staff tell stories to children by using the children as characters, which leads to high levels of engagement. Children practise and develop their language skills by taking on different roles in the story. Staff teach children mathematical language, such as, 'longer' and 'more than' while they thread cereal hoops onto string. This activity also supports children's hand-eye coordination skills. Staff encourage children to knead, roll, and pinch play dough which supports children's small muscle control skills. They follow children's lead well as children decide to create an imaginary story with play dough. Staff ask children open questions to support their language development. They encourage children's creative skills as they explore different

textures of manufactured and natural materials to create collage pictures. Staff teach children to recognise and practise writing their names through daily registration activities. They teach children to associate letters with sounds through fun activities. This supports children's early literacy skills well. Overall, these activities help children to develop essential skills for school.

Staff provide a wide range of interesting learning opportunities in the outdoor area. Children enjoy make-believe play and use their imagination as they make mud pies in the mud kitchen. Staff teach children the names of mini-beasts as they observe slugs and snails under damp logs. Staff teach children new words as they explore the texture of foam and sawdust. This supports children's language development. Children develop a good range of physical skills. For example, staff teach children to aim and throw at skittles and they encourage children to balance on scooters. Children practise their climbing skills on large equipment, and they ride on bikes, negotiating space skilfully.

Children's understanding of, and opportunities to develop links with the local community are not fully developed however. For instance, trips to local features, such as libraries, or different types of shops are not in place.

Staff provide good support to children who learn English as an additional language. They learn key words in children's home languages and several staff speak other languages. This helps children to feel understood and supports their communication skills. Staff put good measures in place to enable children with special educational needs to make good progress. They liaise closely with community health professionals who offer support and advice on individual education plans. Staff monitor and review children's progress regularly and this helps to ensure that targets are relevant.

Staff provide good opportunities for parents to contribute to their children's learning. For instance, they provide home learning packs which consist of resources, such as number games and story props for parents to share with their children, to promote their development. Staff keep parents informed of children's progress by providing regular reports and meetings to discuss children's progress. Staff talk to parents each day and exchange information on observations of children. They make parents aware of any areas that children require support by carrying out progress checks for aged two-year-old children.

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

Children are confident and happy because they have secure relationships with staff. Staff help children to settle well into the nursery. For instance, they find out about children's personalities and provide activities that children enjoy. Staff provide suitable routines which cater for children's needs well, with a good balance of quiet times and energetic activities. Children have clear understanding of routines which supports their feelings of security.

Staff help children to become independent learners by providing interesting table displays

that children interact with and talk about, and by providing accessible, labelled resources for children to choose from. Staff teach children how to behave safely by reminding them to tuck chairs into tables and tidy away floor toys to prevent accidents. They also teach children how leave the building quickly and safely in the event of emergency by carrying out regular fire drills. Staff help children to develop healthy eating habits by providing fruit snacks which children select for themselves and help to prepare. Staff help to ensure that children eat suitable food by providing snacks that meet special dietary needs. Children bring their own packed lunches which are stored appropriately. Staff encourage children's independence by enabling them to pour their own drinks and by dressing themselves. Children use the bathroom independently to wash their hands at appropriate times and staff talk to the children about the benefit of keeping clean. Staff change nappies in clean, comfortable areas, which protects children from cross infection.

Staff provide children good opportunities to practise their physical skills and gain daily fresh air in the spacious outdoor area. They also provide weekly dance sessions where children learn physical coordination skills. Staff manage children's behaviour well. They have clear expectations for behaviour which they share with children. Staff take a proactive approach to managing children's behaviour by identifying and removing triggers for negative conduct. Staff use praise well to motivate children to behave in positive ways. They teach children about cultural diversity by celebrating and discussing special events, such as Chinese New Year. Staff provide good support to children who move to school by inviting teachers from local schools into the nursery. They get to know children and this helps to reduce children's anxiety about starting school.

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

Staff work well to help ensure children's safety well. Management has clear understanding of its responsibilities in relation to the requirements of the Early Years Foundation Stage. It has good measures in place to protect children from harm, such as regular risk assessments covering all areas of the nursery. All staff are qualified in first aid and this helps to keep children safe. Management vets staff thoroughly for their roles and this provides further protection to children. All staff have received safeguarding training and have a good knowledge of procedures to follow should they be concerned about a child.

Staff receive good support from management. They are regularly supervised and any areas of underperformance are discussed and addressed by offering training and mentoring. Management carries out yearly appraisals of staff to assess performance and training needs. Staff have attended a range of courses, including behaviour management which led to greater consistency in the approach used by staff.

The nursery is monitored effectively. The management team spends time observing staff practice to provide feedback and enhance staff practice. Staff observe each other and learn from this to build on their practice. Management keeps a close check on the quality of planning and assessment and staff have good knowledge of children operating below expected levels because they carry out thorough tracking of children's progress. This

enables them to put suitable plans in place to close gaps in learning.

Staff work well with parents by keeping them informed of their children's progress. They provide good opportunities for parents to contribute to their children's learning. Staff have good links with others to support children's learning. There is effective partnership with the local children's centre and staff direct parents to the services that the centre provides. Staff work in partnership with community health professionals to support children with special educational needs. They have good links with the early years department of the local authority to provide advice and support.

Management has good knowledge of the nursery's strengths and weaknesses because it evaluates the nursery well. It has clear priorities for improvement, such as the introduction of home visits to support new children. The nursery operates effectively and has good capacity to maintain this.

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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection. |
| 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 monitored and inspected again within six 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 | EY474170 |
| Local authority | Croydon |
| Inspection number | 950030 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 27 |
| Name of provider | Bright Kids Pre-School Limited |
| Date of previous inspection | not applicable |
| Telephone number | 07974249726 |

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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.

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