

Bright Kids at Wigwam

Wychall Primary School, Middle Field Road, BIRMINGHAM, B31 3EH

Inspection date	08/01/2015
Previous inspection date	13/12/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children contribute to the planning of experiences and their views and ideas are actively sought and utilised to make improvements. Consequently, children make rapid progress in their learning and development, and demonstrate high levels of confidence, motivation and self-esteem.
- Children have formed extremely strong and trusting relationships with staff members, who know them very well and understand their individual needs and personalities. Consequently, children feel very safe in the setting and are confident to share concerns with staff and to participate in experiences.
- Staff demonstrate a high level of commitment to promoting children's safety and well-being. Arrangements for safeguarding are very robust, carefully managed and extremely effective in identifying and minimising risks to children.
- Highly-effective partnerships are in place between the setting, parents and the host school. This means that children are consistently supported and there is a joint approach to extend their learning even further.
- The provider and all members of staff regularly and successfully reflect on practice and procedures, and they effectively use what they discover to improve experiences provided for children and drive the quality of care and education even higher.

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 had a tour of the setting with the manager.
- The inspector observed activities and spoke with the management team, staff and children at appropriate times throughout the inspection.
- The inspector looked at a sample of policies, children's records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the setting's self-evaluation methods.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

Inspector

Carol Johnson

Full report

Information about the setting

Bright Kids at Wigwam was registered in 2011 and is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from Wychall Primary School in Birmingham and is one of six settings run by the Millennium Bright Kid Company Limited. The premises consist of two adjoining mobile classrooms, toilets and a kitchen. All children have access to an enclosed outdoor play area. They also have use of the school hall and playground for physical play activities. The setting serves children and families from the local and surrounding areas. There are currently 63 children on roll, five of whom are in the early years age range. The setting opens from Monday to Friday during the school term, from 7.30am until 8.50am and from 3.15pm until 6pm. A holiday club also operates Monday to Friday from 7.30am until 6pm during the school holidays. Children attend for a variety of sessions. The setting employs four members of staff who work directly with the children, all of whom hold appropriate early years qualifications. The setting receives support from the local authority and the Pre-School Learning Alliance, and is part of the Children's Network.

What the setting needs to do to improve further

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

- consider enhancing the excellent way that the outdoor play area is used and resourced to provide even more opportunities for children to explore and investigate nature.

Inspection judgements

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

The quality of teaching is outstanding as staff have the highest expectations of themselves and children. Staff fully promote the skills and attitudes that children need for school and future life, and children make rapid progress in their learning and development. Staff understand the many different ways that children learn and observe children on a regular basis to assess what they like, know and can do. They also gather a wealth of additional information from parents and school staff about children's interests, preferences and progress. The manager regularly meets with the reception class teacher at the host school to exchange information about activities, teaching methods and the progress of individual children. Consequently, staff at the setting and the host school are able to plan and provide complementary experiences that accurately meet children's needs.

Children thoroughly enjoy the time they spend in this friendly and wholly supportive environment. Children arrive at the setting full of excitement and anticipation. They settle quickly into routines and make lots of independent choices about their play and learning. Some children choose to do their school homework, while others rest, talk to their friends

or play with the comprehensive range of resources available to them. Staff join in with activities when asked but, on the whole, allow children's play to develop independently. Older children often help the younger ones, and there is an incredibly happy and industrious atmosphere in the setting. Staff encourage all children to take an active part in planning experiences and regularly seek their ideas and opinions. Children identify various toys that they would like the provider to buy, and they talk to staff about the activities they enjoy and would like to participate in. Staff explain to children why some of their ideas may not be taken on board, for example, if their ideas are unsuitable or unrealistic because of cost implications. This reduces disappointment and encourages children to think and consider suitable alternatives. Consequently, children are motivated to participate in experiences and discussions, and demonstrate a very strong sense of purpose and responsibility.

The quality of interaction between staff and children is excellent. Through lively group discussions, children become skilful communicators who fully understand the importance of listening attentively and taking turns in speaking. Staff encourage children to talk about their feelings and their day at school, which they do readily and with enthusiasm. Children recall some past events and activities with an incredibly strong sense of pride. They relate how some of them wrote poems at the setting and these were subsequently entered into a local poetry competition and published. Other children describe how they organised a talent competition and took part in a week of exciting science based experiences. Children are encouraged to think through ideas and solve problems, and they engage in a variety of activities which complement their learning at school. For example, children often draw pictures and, through this activity, develop pencil control and express their creativity. They play outside, regularly practise ball skills and participate in team games. As a result, children develop balance, coordination and muscle strength, and they learn to listen and take turns. Above all, children thoroughly enjoy the time they spend in the setting. They are confident communicators, creative thinkers and active learners. Consequently, they are successfully gaining many of the skills that will prepare them for further learning at school and future life.

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

Children have access to a well-resourced and successfully organised environment that provides them with excellent spaces to relax, unwind and play. Staff ensure that humour, positivity and fun are a big part of this setting, and children respond to this approach with an abundance of enthusiasm and confidence. Children show a very strong sense of belonging as they confidently enter the setting and quickly hang up their coats and bags before settling into play. They understand the setting's routines and know where resources and their favourite toys are stored. Staff are extremely sensitive to children's emotional needs and trusting relationships are evident between staff and children. Children say that they feel comfortable to share any concerns with staff, and know that they will always make time to listen and will take their concerns seriously. Staff routinely remind children of safe practices and use a mixture of planned and spontaneous opportunities to teach children how to protect their safety. Prior to Bonfire night last year staff talked to children about firework safety and encouraged them to identify different ways to protect themselves when holding sparklers. Older children led the discussion and

children came up with a variety of responses, for example, wearing gloves and having a bucket of water close by. Staff achieve an excellent balance between promoting freedom for children to be adventurous and allowing them to make mistakes within safe limits.

The setting's excellent key-person system successfully supports children's emotional well-being and promotes highly effective communication between the setting, school and home. All children have a designated key person who fully understands their needs, moods and interests, and regularly shares important information with their parents and carers. Children's behaviour is exemplary. They know what is expected of them and show a high level of respect for adults and their peers. They understand that they must treat others with kindness and know that they must listen when others are talking. Staff use effective and consistent strategies, including role modelling and clear explanations, to help children understand how to behave. Children say that staff are 'firm but nice' and acknowledge their good behaviour and achievements. Staff actively encourage children to use good manners and, by doing so, develop children's social skills effectively.

Children follow excellent hygiene practices because they are well established and regularly reinforced. Children routinely wash their hands before they eat and after they visit the toilet, and they know that they have to cover coughs and sneezes. Staff provide children with a healthy snack and drink soon after they arrive, and this boosts children's energy levels until they go home. Children are often involved in making their own snacks, such as preparing sandwiches and wraps, which enhances their independence skills and freedom of choice. Staff often talk to children about the benefits of healthy eating and exercise, and encourage children to drink plenty of water. As a result, children develop an excellent understanding of the links between healthy eating and healthy living. Staff routinely gather details from parents regarding their children's food preferences and any special dietary requirements, and all staff are made aware of these. Furthermore, staff carefully consider children's dietary requirements when planning snack menus and any activities involving food. Staff explain how they are currently reviewing the snack menu and have included children in making decisions about the foods they would like to see included in the future. Children were asked to taste and rate a variety of foods, and then to record their preferences. Children's responses are currently being analysed and will be used to help inform management decisions about the new menus. This shows children that their views are welcomed and valued, and enhances their self-esteem and sense of responsibility.

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

Leaders and managers show an excellent knowledge and understanding of the Early Years Foundation Stage and their legal responsibilities. Rigorous monitoring and review of policies, procedures and staff practice ensures that children's safety and well-being are always afforded the utmost priority. All staff fully understand their roles and responsibilities with regards to child protection and know the correct procedures to follow should they suspect abuse or neglect. The setting's safeguarding policy contains all required information and safeguarding is placed high on the agenda at all staff meetings. Rigorous recruitment and induction procedures are followed to ensure the suitability of

staff, and all required documentation is effectively maintained. Management ensure that all staff fully understand and follow the setting's policies and procedures, and these are continually revised to reflect current legislation. Staff are extremely vigilant in identifying hazards and take meticulous care to reduce the risk of accident and injury to children. Consequently, children are safeguarded extremely well.

Leaders and managers relay and instil high levels of ambition and loyalty in the staff team. They successfully cultivate and maintain an environment where staff are highly valued as individuals. The particular talents and interests of staff are recognised and thoughtfully harnessed to provide very high quality care and education for children. Staff demonstrate professionalism and pride in their work. All staff receive regular appraisals, and their training needs and desires are carefully assessed and suitable development opportunities identified. Staff meetings and in-house training sessions are frequent and a strong emphasis is placed on effective two-way communication between management and the staff team. Consequently, knowledge, policy and research is effectively shared and used very well to enhance staff performance and make improvements. Highly effective and sharply focused self-evaluation, involving staff, parents and children, regularly takes place. Management regularly observe staff and closely monitor and review their practice. In addition, the experiences provided for children are meticulously monitored to ensure that they are suitable, stimulating and effectively meet children's needs. Leaders and managers show an excellent understanding of the setting's strengths and are constantly looking for ways to raise standards even higher. For example, they express a desire to enhance the way that the excellent outdoor area is currently used and resourced to enrich children's learning opportunities. Consequently, there is excellent practice and continual improvement in the quality of the provision.

Partnerships with parents and other professionals are excellent. Very strong links are evident between the setting and the host school, and close, reciprocal and trusting relationships between staff and parents, successfully support children's welfare, learning and development. The provider regularly seeks and utilises the views of parents, and a group of parents regularly meet with staff to share ideas, information and their expertise. Robust documentation and information sharing with parents ensures that staff have a thorough understanding of each child's circumstances and background, including who may have access to them and who may collect them. Parents rate the quality of care and education provided for their children very highly. In particular, they comment positively on the excellent relationships that they and their children have formed with staff, and the skilful and positive way that staff promote children's good behaviour, social skills and self-esteem.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY428036
Local authority	Birmingham
Inspection number	852843
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	63
Name of provider	Millennium Bright Kid Company Limited
Date of previous inspection	13/12/2011
Telephone number	01527452430

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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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