

Bright Kids Pre-School

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



Inspection date

12 June 2017

Previous inspection date

10 July 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Although the provider ensures ratio requirements are met, staff are not always deployed effectively to support children's learning. At times, staff prioritise other less-important things over children's safety and learning. Some children wander around and do not receive much encouragement to engage in meaningful learning.
- Older children, in particular, do not fully acquire relevant mathematical and literacy skills they need as they progress to school. Staff do not always plan and carry out activities that meet children's individual needs and challenge their learning appropriately.
- Systems for monitoring the progress of different groups of children are not fully implemented to help identify gaps in the provision.
- The management team obtains the views of others but does not make the best use of self-evaluation to identify areas for improvement.

It has the following strengths

- Staff have a suitable understanding of safeguarding, including how to recognise children who may be exposed to extreme views and behaviours. There are effective systems to ensure staff working with children are appropriately vetted and qualified.
- Children develop secure bonds with their key persons who know them well. They obtain relevant information to meet children's individual care needs.
- Staff work closely with parents to help provide continuity in children's care and learning. They speak to parents regularly about children's activities and the progress they make.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ ensure staff are deployed effectively to supervise children's play and to meet their learning and welfare needs at all times	12/07/2017
■ improve the educational programmes, with particular regard to literacy and mathematics, to challenge older children and extend their learning as they prepare for the move to school.	12/07/2017

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

- develop systems to monitor the progress of different groups of children to help identify learning gaps in the provision
- improve the effectiveness of self-evaluation to identify and address breaches of requirements and other areas for improvement.

Inspection activities

- The inspector looked at documentation, including detail about staff suitability and qualifications.
- The inspector completed a joint observation with the manager and held discussions about children's learning. The inspector spoke to members of staff at appropriate times throughout the day and held meetings with the management team.
- The inspection was carried out following the risk assessment process.
- The inspector observed children at play and all learning areas.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management requires improvement

The deployment of staff does not always ensure that children are supervised well and that their learning is supported at all times. For example, the manager concentrates on completing paperwork without ensuring that children are adequately supervised as they played with small pins and magnets. The manager supports staff development to help identify areas where they can improve. For example, staff recently attended training on planning to ensure that children are provided with activities that meet their learning and developmental needs. However, this has not improved the quality of learning experiences, particularly for older children to ensure they acquire useful skills for starting school. In addition, the manager has not implemented systems to monitor the progress of the different groups of children to help her identify gaps in their learning. Self-evaluation is not highly successful in helping to improve outcomes for children. Safeguarding is effective. Staff carry out regular checks to provide a safe environment.

Quality of teaching, learning and assessment requires improvement

Staff carry out regular observations to help them know how children are progressing and what they need to learn next. However, they do not always ensure that children have a wide range of enjoyable and challenging learning experiences to make better progress. For example, they have identified that some children learn best outdoors and allow them to spend significant amounts of time outside. However, they do not ensure they provide them with challenging activities to help them learn more. Staff interact well with children and provide opportunities to extend their vocabulary. For example, during a planned 'car wash' activity, staff asked children thought-provoking questions and gave them time to think and form their answers.

Personal development, behaviour and welfare require improvement

Weaknesses in planning and staff deployment result in some children becoming restless and then misbehave. However, staff are quick to address unwanted behaviour and provide careful explanations for children to learn what is expected of them. Staff follow the policies covering the use of mobile phones, cameras and smoking, to help support children's welfare. Staff provide opportunities for children to learn about other cultures, for example, those who speak English as an additional language are able to see and use their home language in the pre-school.

Outcomes for children require improvement

Overall, children make steady progress in their learning. Children settle well and develop good physical skills. For example, they enjoy riding 'cars', jumping, using climbing equipment, and learn to balance and coordinate their bodies in different ways. Children develop independence, such as managing their clothing and using the toilet unaided.

Setting details

Unique reference number	EY474170
Local authority	Croydon
Inspection number	1099930
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	26
Number of children on roll	34
Name of registered person	Bright Kids Pre School Limited
Registered person unique reference number	RP902591
Date of previous inspection	10 July 2014
Telephone number	020 8764 2531

Bright Kids Pre-School registered in 2013. It is open from 9.30am to 3pm on Monday to Friday, during term time only. There are three permanent members of staff, including the manager, who work with the children. Two staff members hold early years qualifications at level 3 and the manager holds a degree in early years. The nursery receives funding to provide free early education for children aged two, three and four years.

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.

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.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

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

© Crown copyright 2017

