

Bright Kids Day Nursery

Ultimate Daycare Nursery, 1 The Square, High Road, London, E10 5NR



Inspection date

15 August 2017

Previous inspection date

11 November 2013

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

Summary of key findings for parents

This provision is good

- The owner and manager work well together to evaluate and develop the quality of the service, taking account of the views of parents, staff and other professionals. Well-targeted action plans help to ensure that any improvements made benefit the children attending. For example, they have worked in partnership with parents and the nursery cook to develop healthier menus for children.
- Staff plan interesting and meaningful activities to support children's understanding of mathematics. For instance, toddlers developed their counting skills as they investigated the number of legs, wings or spots on the insects they discovered in the garden. Older children enhanced their understanding of calculating by dividing pieces of fruit and vegetables as they made healthy smoothies.
- Staff use consistent and meaningful praise, alongside clear explanations about behaviour, to help children understand rules and boundaries. Children behave well.
- Children make good progress from their various starting points. This includes children for whom the setting receives additional funding. Children develop a range of skills to support the next stages in their learning, including being ready for school.

It is not yet outstanding because:

- Staff work well with parents to understand and meet children's care needs. However, they are not wholly successful in sharing precise information about children's progress with all parents to help them fully support their children's learning at home.
- The manager and staff accurately track the development of individual children. However, this information is not used as effectively as possible to identify any disparities in the progress of different groups of children in order to target teaching precisely.

What the setting needs to do to improve further

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

- enhance opportunities to share information with all parents about their children's progress, to help them fully support their child's continued learning at home
- develop further the systems for monitoring children's progress to help identify and close at any gaps in their learning as promptly as possible.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager. She also explored the views of the owner, staff and children during the inspection.
- The inspector had discussions with a number of parents and took account of their views.
- The inspector looked at a sample of documentation, including policies and procedures, staff suitability checks and children's records.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Crawford

Inspection findings

Effectiveness of the leadership and management is good

Staff are supported well by the owner and manager to continue their professional development. For example, they receive regular training, supervision meetings and feedback from peer observations. This helps them to reflect on, and enhance, their teaching skills. Safeguarding is effective. The owner uses effective recruitment procedures to check that staff are suitable to work with children. The manager and staff have a clear understanding of what to do if they have any concerns about a child's welfare. The strong and effective self-evaluation helps to drive ongoing improvements that reflect the evolving needs of children and their families.

Quality of teaching, learning and assessment is good

Staff regularly observe children and assess their progress to find out what they need to learn next. They show interest, listen and respond to children's ideas, to enrich their learning. For example, children were fascinated by the various pips and stones they found inside pieces of fruit. Staff built on this interest with a spontaneous planting activity, encouraging children to share their predictions and enhancing their understanding of how plants grow. Staff plan a range of interesting activities and topics which helps to broaden children's understanding of the world around them. For instance, children learned about growth and change as they watched chicks emerge from their eggs and cared for them over the first few weeks of life.

Personal development, behaviour and welfare are good

Children display high levels of independence when carrying out activities and seeing to their own personal needs. For example, babies begin to feed themselves at mealtimes, while older children learn to serve themselves and use knives and forks to cut up their food. Children enjoy the responsibility of carrying out small tasks, such as setting the table at mealtimes or delivering clean laundry to each room. This boosts their confidence in their own abilities. Staff develop close bonds with children and are sensitive and responsive to their needs, which helps children to feel safe and secure. Children interact confidently with their peers, staff and visitors to the nursery. Staff encourage children to be active and enjoy healthy lifestyles. For example, they enthusiastically engaged children in a game of tennis in the nursery garden. They use mealtimes and cooking activities to raise children's awareness of healthy eating and how this contributes to their physical health and well-being.

Outcomes for children are good

Children of all ages are active and independent learners. They challenge themselves and build on what they already know as they explore their ideas and interests. For example, children discovered how to use suction as they experimented with different ways of transferring water. Older children practise writing and begin to recognise their names. Toddlers use their imaginations as they use cooking utensils to mix concoctions in the nursery's 'mud kitchen'. Babies develop good hand-to-eye coordination as they explore sensory activities, such as water play and manipulating strands of cooked spaghetti.

Setting details

Unique reference number	159439
Local authority	Waltham Forest
Inspection number	1061563
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	53
Name of registered person	The Ultimate Daycare Nursery Limited
Registered person unique reference number	RP905541
Date of previous inspection	11 November 2013
Telephone number	020 8558 0666

Bright Kids Day Nursery registered in 2001. It is situated in the London Borough of Waltham Forest. The nursery is open Monday to Friday from 8am to 6pm, for 51 weeks of the year. The nursery receives funding to provide free early education for children aged two, three and four years, and for children eligible for the early years pupil premium. The nursery employs 15 members of staff. Of these, 11 hold appropriate early years qualifications. One member of staff holds early years teacher status, and 10 are qualified at levels 2 and 3.

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