

Bright Kiddies Pre-School

115 George Lane, London, SE13 6HN



Inspection date

Previous inspection date

30 November 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Partnerships with parents are good. For instance, staff observe, record and share information with parents about children's interests. They provide opportunities for children to take their favourite resources home and share them with their parents. Children benefit from continuity in their learning experiences and make good progress from their starting points.
- Staff support children's physical skills effectively. For example, they teach children to jump in and out of a row of hoops. Staff, clap and praise the children for their efforts. Children are motivated to explore and learn.
- Staff ensure a smooth settling-in process for children. They reassure children who are unsettled on arrival and sensitively redirect them to activities of their choice. Children build close bonds with the staff. This helps to support their emotional well-being.
- Self-evaluation is effective. The manager plans effectively for positive changes to practice and provision. For instance, she has reviewed the teaching practice and identified ways to help children anticipate routines. She takes appropriate actions to address areas of weakness. For example, she has reviewed and improved arrangements for risk assessments, child supervision and staff deployment.

It is not yet outstanding because:

- Staff do not differentiate some activities according to children's individual abilities.
- Staff have not considered further ways to fully support children, to enable them to explore a broader range of experiences that reflects their home backgrounds.

What the setting needs to do to improve further

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

- strengthen staff knowledge and skills, to help them to consistently adapt tasks to individual children's abilities
- increase opportunities for children to explore a broader range of experiences that reflects their home backgrounds.

Inspection activities

- The inspector observed children and staff interactions with them.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector took account of the views of parents and children.
- The inspector held meetings with the manager and assessed the self-evaluation process.
- The inspector held a joint observation with the manager and assessed how she monitors staff performance.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of the leadership and management is good

The manager works closely with parents and shares her knowledge and skills effectively with staff, to help achieve good standards in children's learning and care. For instance, following training, she has shared information with parents about providing healthy lunches for children. She closely monitors newly appointed staff and guides them effectively to build on their teaching practice. Safeguarding is effective. The manager ensures that there are adequate staff to supervise the children effectively at all times. She ensures that all staff have Disclosure and Barring Service checks and monitors their ongoing suitability. Staff understand their responsibility to identify and refer any child protection issues to relevant agencies. The manager completes regular risk assessments to identify and minimise hazards to children's safety. She assesses and monitors children's progress regularly, which helps her to identify and plan effectively for any gaps in their learning. She understands her responsibility to notify Ofsted of significant events.

Quality of teaching, learning and assessment is good

Staff provide a safe, secure and stimulating learning environment for the children, which helps to support their curiosity to explore. They provide interesting opportunities for children to learn to make marks. For example, children make wheel tracks in foam with toy vehicles. Staff support children's communication and language development well. For example, young children learn to sign and older children learn to ask and answer questions. All children, including those who speak English as an additional language, benefit from these experiences. Staff sing alphabet songs to children, which help to support their early literacy skills. Staff motivate children's interest well to explore different materials, such as sand, water and rice. This helps them to build on their creativity.

Personal development, behaviour and welfare are good

Staff help children to develop a consistent understanding of right and wrong. They praise them when they follow rules and display expected behaviour. Children develop positive relationships with each other. For instance, they sign with their thumbs and say 'well done' to acknowledge other children's achievements. Staff deploy themselves well to meet individual children's needs effectively. For instance, they attend to children promptly in the event of an accident and provide appropriate first aid. Parents express positive views about the care and support that the key persons provide to their children. Staff encourage children to take age-appropriate responsibilities, such as laying out the place mats at snack time. This helps to support their sense of belonging.

Outcomes for children are good

Young children build on their independence. For example, they learn to put their shoes on the correct feet. They independently pour water into their cups at snack time, and they kindly pass the water jug to their friends. Older children learn to count confidently and to use numbers in their play. They learn to represent numbers with their fingers. Children develop skills that help them progress to the next stages in their learning.

Setting details

Unique reference number	EY539914
Local authority	Lewisham
Inspection number	1085209
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	12
Name of registered person	Bright Kiddies Pre-School Limited
Registered person unique reference number	RP539913
Date of previous inspection	Not applicable
Telephone number	07413674646

Bright Kiddies Pre-School registered in 2017. It is situated in Hither Green, in the London Borough of Lewisham. The pre-school is open Monday to Friday from 8am to 4pm, during term time only. Children can attend a morning session from 8am to midday, or afternoon sessions from 1pm to 4pm. Three staff work with the children, including the manager and deputy who hold level 6 qualifications in childcare.

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