

Bright Minds Daycare

6 Meadow Road, Harborne, Birmingham B17 8BU



Inspection date	10 December 2018
Previous inspection date	Not applicable

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

- Leaders and managers demonstrate a strong commitment to continuous improvement. Since registration, they have set out a clear focus of what they want to achieve to benefit children. They review practice, evaluate the quality of teaching and learning taking place, and closely monitor the progress that children make.
- Teaching is good, and practitioners place a strong focus on promoting young children's communication and language skills through their interactions. Practitioners involve and engage children in discussions as they play. They introduce new words for children to learn to extend their vocabulary.
- Children make good progress in their learning and development, in readiness for school. Practitioners promote children's personal and emotional development successfully. This ensures children's individual needs are met, and they feel safe, secure and happy.
- Partnerships with parents work well. Parents are kept well informed about their child's daily care routines and progress over time. Settling-in procedures work successfully to make sure practitioners build strong relationships with each child and their family.
- Practitioners are good role models and they help children to understand right from wrong. From an early age, young children are encouraged to share, use good manners and think about and respect others. Practitioners are kind and caring. They help children to learn simple rules to keep themselves safe in their environment.
- Sometimes, practitioners do not give children enough time to think about and respond to questions.
- Although partnerships with parents are good, the manager has not fully developed ways of encouraging parents to regularly share information about what their children achieve at home.

What the setting needs to do to improve further

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

- ensure children have more time to think and consider their responses to questions
- encourage parents to share even more details about their child's learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection. She held a meeting with the provider and the manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a sample of policies, accident records, children's records and planning documentation. The inspector checked evidence of the suitability and qualifications of practitioners.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

The leadership and practitioner team is well qualified. Recruitment, vetting and induction procedures are effective. Regular meetings provide practitioners with the opportunity to discuss training, their ongoing suitability and the progress of children in their care. Practitioners are deployed effectively and adult-to-child ratios are maintained, to ensure children's safety and well-being. All the appropriate documentation is in place to meet statutory requirements. Details of accidents and incidents are recorded, and information is shared with parents. Parents are kept informed about their child's daily routines and care needs, which are noted in a daily diary. Safeguarding is effective. All practitioners are trained to understand their role in safeguarding children and the wider safeguarding issues. Practitioners demonstrate their knowledge of the procedures to follow in the event of a concern about a child's welfare.

Quality of teaching, learning and assessment is good

Practitioners are skilful in the way they guide and support children's learning. They provide children with a broad range of challenging activities that meets their individual learning needs and interests. Practitioners use the information gained from their observations to plan what children need to learn next. Practitioners help children to develop their mathematical skills from an early age. Younger children count during play and identify the shapes of objects, such as circle and square. Children enjoy a wide range of creative experiences. Younger children use paint to make handprints and practitioners count their painted fingers with them. Practitioners provide children with a wide range of sensory experiences. Children run their hands through oats, play in sand and water, and use tools to manipulate dough. They enjoy feeling and describing the texture of different materials. Children talk about their families and have fun playing hide and seek outdoors.

Personal development, behaviour and welfare are good

Practitioners provide a stimulating and welcoming environment where children are happy and confident. They organise good-quality resources effectively to promote independent learning. The effective key-person system is used well to help children form secure attachments and promote their confidence. Practitioners help children to lead a healthy lifestyle. Children have good opportunities to play outside and enjoy healthy meals and snacks to meet their needs. Nutritional guidance is used well to make sure children's good health is promoted. Children learn about the importance of washing their hands before eating and after using the bathroom. Practitioners are responsive to children's needs. They listen to children with genuine interest and praise their achievements.

Outcomes for children are good

Children are motivated to learn and make good progress. They develop a wide range of skills to be ready for their move on to school. All children develop a love of books and enjoy singing songs. Older children learn to recognise and practise writing their name. They learn the sounds that letters represent to support their literacy skills in the future. Children learn about similarities and differences, the world around them and to respect others.

Setting details

Unique reference number	EY553322
Local authority	Birmingham
Inspection number	10086137
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	
Age range of children	0 - 3
Total number of places	80
Number of children on roll	40
Name of registered person	Bright Minds Daycare Limited
Registered person unique reference number	RP553321
Date of previous inspection	Not applicable
Telephone number	07879607295

Bright Minds Daycare registered in 2018 and is located in Harborne, Birmingham. The nursery employs 14 childcare staff. Of these, six hold appropriate early years qualifications at level 6, five staff hold qualifications at level 3 and one has achieved qualified teacher status. The nursery is open Monday to Friday, all year round, from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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