

Bright Kiddies Pre-School

115 George Lane, LONDON SE13 6HN



Inspection date

Previous inspection date

14 May 2019

30 November 2017

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The manager does not review the provision rigorously. The support and coaching she provides to staff do not ensure that they understand how to fully promote children's skills and interests.
- Staff do not provide opportunities for children to play and learn outdoors each day.
- Staff do not ensure that all parents know who their children's key persons are and the role they play in supporting children's needs.
- Some staff do not guide children's behaviour consistently, to help them understand rules and boundaries.

It has the following strengths

- The manager uses robust systems to check the suitability of staff, to help ensure that they are safe to work with children.
- Staff help children to learn about good hygiene, for example they encourage them to use tissues and teach them to wash their hands before eating.
- Children learn how to operate simple technology and examine objects using magnifying glasses. They enjoy pretend play, such as cooking and caring for dolls.
- Children build and join using plastic bricks, which helps to support their physical development.

What the setting needs to do to improve further

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

	Due date
provide appropriate support, supervision and training to maintain consistently good teaching and planning which promote children's learning as effectively as possible	17/06/2019
ensure that there are opportunities for children to play outdoors each day	17/06/2019

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

- make self-evaluation more rigorous, to ensure that any weaknesses in provision are swiftly identified and successfully addressed
- ensure that all parents know who their child's key person is and the role they play in supporting children's needs
- ensure that all staff provide consistent guidance for children, to help them understand the behavioural boundaries and manage their feelings in appropriate ways.

Inspection activities

- The inspector observed a range of activities indoors. She assessed the quality of teaching and its impact on children's learning.
- The inspector had a meeting with the manager, who is also the owner. She also explored the views of staff and children at intervals during the inspection.
- The inspector had discussions with parents to assess their views and also looked at some samples of their written feedback.
- 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 leadership and management requires improvement

The manager has not identified weaknesses in practice and has not successfully addressed one of the recommendations from the last inspection. Her supervision of staff is not strong enough to ensure that teaching and planning for the next steps in children's learning are consistently good. While each child is allocated a key person, some parents are not aware of this. They are not sure who to discuss their children's learning with and would like more information about what their children do at pre-school. However, in other respects parents are happy with the service and say that their children enjoy attending. Safeguarding is effective. Staff receive regular training to help them maintain a good understanding of child protection issues and first aid. They know the signs which might indicate a child is at risk from harm and how to report any concerns about a child's welfare.

Quality of teaching, learning and assessment requires improvement

Staff do not make the best use of their observations and assessments of children to plan suitably interesting and challenging activities which cater for their different abilities, including of children with special educational needs and/or disabilities (SEND). Staff have developed links with other professionals working with children. However, they do not always use the advice given effectively, to help them plan for children's individual needs. Nevertheless, parents say their children are making progress and children who speak English as an additional language are becoming fluent in English. Staff help children to learn about the natural world. For instance, they plant seeds with children and encourage them to observe how the plants grow and change over time.

Personal development, behaviour and welfare require improvement

Staff do not manage children's behaviour consistently, particularly during routines such as preparing for mealtimes. At times, the learning environment becomes disorderly and children's learning and enjoyment are reduced. Staff do not ensure that children are able to play outdoors each day, to help promote their physical health and well-being. However, they do provide opportunities for active play indoors, as a way to support children's physical development. Despite weaknesses in the key-person system, children's individual welfare needs are catered for well. Staff provide nutritious snacks for children and discuss with them the importance of making healthy choices about what they eat. Children enjoy helping adults with simple tasks, such as setting the tables for snack.

Outcomes for children require improvement

The weaknesses in teaching mean that children are not making the best possible progress. However, children, including those with SEND and those who speak English as an additional language, work towards the next stages in their development. They acquire useful skills which help them to prepare for starting school. For instance, older children count accurately and begin to distinguish some of the sounds at the beginnings of words. They learn a good repertoire of songs.

Setting details

Unique reference number	EY539914
Local authority	Lewisham
Inspection number	10105765
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	33
Name of registered person	Bright Kiddies Pre-School Limited
Registered person unique reference number	RP539913
Date of previous inspection	30 November 2017
Telephone number	07413674646

Bright Kiddies Pre-School registered in 2017 and is located in the London Borough of Lewisham. The pre-school is open Monday to Friday from 9am to 3pm, during term time only. Four staff work with the children. Of these, three hold relevant childcare qualifications. The manager is qualified at level 6 and other staff have qualifications at level 3 or level 2. The provider receives funding to deliver 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.ofsted.gov.uk. 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

