

Inspection of Bright Kiddies Pre-School

115 George Lane, LONDON SE13 6HN

Inspection date: 23 June 2021

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is good

The friendly and caring staff team create an intimate, family atmosphere, which helps children to settle quickly. During the COVID-19 (coronavirus) pandemic lockdown, staff gave parents activities to do at home to support their children's learning. For example, they provided instructions about how to make play dough, suggestions about books to read with their children and sensory play ideas. The staff use a range of successful strategies to support children who speak languages other than English at home. For example, children have access to a range of bilingual books and resources are labelled in their home language. Parents comment how their children's English has improved. The children develop a range of vocabulary. They enthusiastically sing a 'hello' song to each other and sing a response. This helps to promote a sense of belonging. Staff track children's development successfully to enable any gaps to be identified and addressed. Children make good progress. Parents comment that their children's behaviour, self-help and social skills have greatly improved. The staff seek to understand what wider experiences of the world children arrive with. This informs the curriculum planning to enhance children's experience and opportunities, so they are not disadvantaged. Children behave very well considering their age. Staff use positive strategies to remind children of the rules. For example, through 'Jimmy', a soft toy that sits on the shelf. Children are keen to learn and enjoy being given responsibility for tasks. For example, they proudly wear the helper label to help with snack time and kindly bring in their friend's shoes. Staff support the children to be respectful, to be kind and to learn about people in their community.

What does the early years setting do well and what does it need to do better?

- The provider shows passion and vision and has made improvements since the last inspection, such as developing the outdoor area and making it safe. This has enabled children to go outside often, where there are good opportunities for them to practise their balancing skills on the stilts, and develop muscle control with the hoops and skipping ropes. The provider has improved her self-evaluation process. She has recently identified new ways to promote children's expressive language, in partnership with the parents.
- The manager has regular meetings with staff as part of their supervision. This provides opportunities to support them in developing good teaching skills. Staff benefit from training to help develop their knowledge and keep them updated. For instance, they have recently had training from a consultant about the early years foundation stage reforms and safeguarding.
- The staff work well together and are good role models. They are well organised and promote a caring and friendly atmosphere. They manage behaviour sensitively, and praise and encourage positive interactions. Staff know children well and build strong relationships with them. The routine and activities offered

help children to follow instructions, be patient and take turns. This supports children to play harmoniously together and gives them skills they will need for school.

- Staff make regular observations of children as they play and closely monitor the progress they make. They create a varied plan of activities based on what they want children to learn. Children are motivated and eager to take part in the activities on offer, which reinforce their learning. For example, children excitedly put their hand in the covered box to take out a food object. Children describe what they find and know it is healthy to eat because of previous learning.
- Older children are able to engage in discussions and articulate their ideas with good levels of confidence. However, in their eagerness for children to learn, staff, occasionally, do not give children enough time to respond, to enable longer discussions to take place. Staff effectively support younger children in developing their confidence, such as during circle time. Children have access to a variety of media to support their expressive arts and design skills. However, sometimes, at the art and crafts table, the resources are not freely available for children to experiment with independently.
- Partnerships with parents are good. Parents speak highly of their child's key person and comment that the staff are the best thing about the setting. They receive regular updates and formal reports about their children's progress. Parents understand what the focus of their child's learning is. They comment that staff give them work to do with their children to promote listening skills and their mathematical development. They report their children are gaining in confidence and independence.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities to keep children safe. They receive regular training on safeguarding and know what to do if they are concerned about a child's welfare. They understand the procedures to follow should an allegation be made against a staff member. There are robust procedures to ensure the suitability of all staff. Children learn about their own safety, for example, they learn how and where to cross the road safely when on outings. The indoor and outdoor environment is safe and secure.

What does the setting need to do to improve?

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

- allow children more thinking space and time to finish their responses when being questioned or engaging in conversation with staff
- consider how to organise the resources during creative activities to further build on children's independence, problem-solving and design skills.

Setting details

Unique reference number	EY539914
Local authority	Lewisham
Inspection number	10109127
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Bright Kiddies Pre-School Limited
Registered person unique reference number	RP539913
Telephone number	07413674646
Date of previous inspection	14 May 2019

Information about this early years setting

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. The provider receives funding to deliver free early education for children aged two, three and four years.

Information about this inspection

Inspector

Denys Rasmussen

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector spoke with parents during the inspection.
- The nursery manager and inspector completed a learning walk together.
- The inspector observed activities and staff interaction. She assessed the impact of teaching on children's learning.
- The inspector held discussions with staff about children's achievements and looked at relevant documents.

We carried out this inspection 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.

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