

Inspection of Bright Little Kiddies

Scout Association, Southfields Road, Littlehampton BN17 6AF

Inspection date:

20 May 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision is inadequate

Children's safety and well-being are compromised. Safeguarding practice is weak at this setting. Staff do not prioritise making sure that all children are safe and their needs are met.

Despite this, children demonstrate a sense of belonging as they complete the self-registration board on arrival at the setting. They seek their friends and confidently decide if they want to access activities inside or independently dress in wet-weather clothing to play outside.

Children do not consistently receive rich learning opportunities. This is because the curriculum is not fully understood by all staff. Therefore, some staff do not plan and implement a broad and balanced range of activities and experiences. Nevertheless, there are times when children enjoy joining in and take turns playing shopping list lotto games with their friends. Children use good levels of language to talk about what they know. For example, during the game, they discuss the food items and comment that 'eggs come from chickens and milk comes from cows'.

Generally, children demonstrate positive attitudes to learning. They delight in working together to make obstacle courses out of wooden planks, crates and tyres in the outside area. Children are excited and comment, 'It is a fun invention. It's like a see-saw!' They are proud and keen to share what they do with the adults who care for them. However, there are times when children's behaviour is disruptive to learning. Not all staff are consistent in ensuring they support children with behavioural expectations. As a result, children do not receive clear messages about acceptable and unacceptable behaviour.

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

- Significant weaknesses in safeguarding practice compromise children's welfare. For example, not all staff have secure child protection knowledge or know who to escalate safeguarding concerns to, in line with local procedures. Leaders and managers have not put steps in place to assure themselves that staff have a secure knowledge of safeguarding matters.
- Leaders and managers have failed to ensure that effective safer recruitment processes are in place. Not all staff have robust vetting checks conducted or recorded when they are employed. Leaders and managers do not follow up if insufficient information is received from references. This does not ensure that they have the information they need to assure themselves that they only employ suitable individuals to work with children and their families. This significantly compromises children's safety.
- Leaders and managers do not have clear oversight of the day-to-day running of

the setting. There is a lack of clarity around the roles certain managers hold. Leaders and managers fail to ensure that staff are deployed effectively to prioritise children's safety and well-being. For example, a side room is extremely busy with high numbers of children, with not enough staff to support them. The room is noisy and disorganised. As a result, some children demonstrate unsettled behaviours, their emotional needs are not met, and tearful children are overlooked.

- Ongoing support of staff is ineffective. Leaders and managers do not ensure that staff have a full and robust induction so they can meet the needs of the children effectively. Consequently, staff lack vigilance to keep children safe. For example, very young children are not supervised when they are eating. Furthermore, children who may be at risk of sustaining an injury go unnoticed by staff who fail to act.
- The special educational needs coordinator and other staff ensure effective communication between the setting, parents and other professionals. This is to share strategies with those who work with children with special educational needs and/or disabilities. However, practice does not precisely meet the needs of children with additional needs. At times, staff can overwhelm children when they give them too many choices. As a result, children become unsettled and fractious and cannot engage in any meaningful experiences to further support their learning and development.
- Children have variable learning experiences. Some staff have very good curriculum knowledge to support children and extend their learning well. Other staff are not clear about what they intend children to learn and why. As a result, children do not benefit from a consistent, broad and balanced curriculum that precisely meets all children's needs.
- Generally, children have positive attitudes to learning. They are seen to practise their independence skills well. Children access the indoor balance beam and adjust it so they can practise their balancing skills. Children call out to adults, 'Can you watch me, I can do it!,' demonstrating they are proud of their achievements when they accomplish a task.
- Parents speak positively about the care and education provided to their children. They comment that communication is effective and they experience good parent partnerships.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and staff do not have adequate safeguarding knowledge. Not all staff are aware of wider safeguarding concerns. Therefore, they do not know the indicators to identify if a child is potentially at risk of harm. Staff are not clear about who to make referrals to in line with local procedures should they have a cause for a concern about children. Furthermore, leaders and staff are not confident in the process to follow if they have a concern about an adult working with children. Leaders and managers do not have robust safer recruitment procedures in place to check the suitability of staff.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
take action to ensure that leaders and staff understand the setting's safeguarding procedures, including having up-to-date knowledge of safeguarding issues and how to respond to any child protection concerns in an appropriate and timely manner	10/06/2022
ensure that staff responsible to take the lead for safeguarding (Designated Safeguarding Lead) improve their knowledge and understanding of all safeguarding matters, including allegation management, in order to provide support, advice and guidance to other staff when required	10/06/2022
implement effective and robust recruitment procedures to assess staff's suitability and ensure all adults looking after children are suitable to fulfil the requirements of their role	10/06/2022
take steps to ensure you have robustly recorded information about vetting checks for staff, including details of Disclosure and Barring Service status, when the checks were obtained and by whom	10/06/2022
make sure all staff have appropriate induction to help them have a clear understanding of their roles and responsibilities	10/06/2022

implement a rigorous system for deployment of staff to ensure children are supported and supervised effectively to minimise risks and hazards to children's health and well-being	10/06/2022
ensure all staff manage children's behaviour consistently in an appropriate way	10/06/2022
take steps to ensure that practice that needs to be in place for children with additional needs is reviewed regularly so children receive precise and targeted support which includes strategies suggested by other professionals.	10/06/2022

**To meet the requirements of the early years foundation stage and
Childcare Register the provider must:**

	Due date
develop staff's understanding of the early years foundation stage so they have a much stronger understanding of all areas of learning and how to implement a broad and balanced curriculum for all children who attend.	10/06/2022

Setting details

Unique reference number	2639070
Local authority	West Sussex
Inspection number	10232816
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	42
Number of children on roll	42
Name of registered person	Bright Little Kiddies Limited
Registered person unique reference number	2639069
Telephone number	07773133337
Date of previous inspection	Not applicable

Information about this early years setting

Bright Little Kiddies registered in 2021. It operates from a Scout hall in Littlehampton, West Sussex. It is open from 8.45am to 2.45pm each weekday during term time. There are nine members of staff, five of whom hold appropriate early years qualifications. The setting receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sherrie Nyss

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector went on a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities indoors and outdoors and assessed the impact this has on children's learning. The inspector spoke with staff and children at suitable times throughout the inspection.
- A joint observation was completed and discussed with the manager. The inspector tracked children to establish what it is like for a child at the setting.
- The inspector held a discussion with the nominated individual and manager in relation to the leadership and management of the setting.

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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