

Inspection of Bright Lights Day Care

Great Valley Children's Centre, Great Arthur Street, SMETHWICK, West Midlands
B66 1DH

Inspection date: 20 September 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

In addition to the impact of the COVID-19 pandemic, there have been significant changes in the management team, which have negatively impacted staff and the support they receive. This has led to inconsistencies in the quality of education. Overall, children make steady progress and there are secure arrangements in place to support children with special educational needs and/or disabilities. However, not enough is done to ensure all children reach their full potential. This includes those children in receipt of additional funding.

Children's learning experiences vary. For example, staff give children a photo which allows them to partake in self-registration and they receive their own peg and tray to store their belongings. This helps to promote children's independence. However, new children do not receive this opportunity from the start. This hinders their sense of belonging. Despite this, children learn about themselves and the other children in the group. For example, they explore what they look like in a mirror, which helps them to create a representation of their face from play dough.

Children engage happily in familiar routines. For example, when staff shake a tambourine, children know it is time for snack. They feel safe to make choices about whether they wish to join the activity. Children partake in positive group times where they develop healthy relationships with peers. For example, they practise turn taking as they pass a musical instrument around the group.

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

- Children's learning outcomes are affected by the changes in the management team. Although there are some measures in place to identify those children with lower starting points, not enough is being done to address specific areas of concern. For example, staff do not always provide children with targeted support to guide learning. This impacts children's ability to make rapid progress.
- The nursery's responsible person is also the headteacher at the local school. Therefore, expectations for what children need to learn are clear. However, staff have not yet completed the required progress checks for all children at age two. This means they cannot effectively assess children's needs early and prepare them for the next stage of their education.
- Not enough is done to help children to settle, including those who speak English as an additional language. For example, staff do not gather enough information from parents before children start. This impacts how staff plan for individual children's needs. However, staff genuinely care about the children, and take time to get to know them well. For example, when new children start, staff try hard to understand their individual interests. They model play and introduce toys slowly. This has a calming effect on children and helps them to settle.

- Bilingual staff bridge the communication gap between key people and parents. Despite this advantage, communications with parents are not consistently strong. For example, staff do not always provide parents with the opportunity to contribute towards children's assessments, and expectations for procedures are not shared effectively. This negatively impacts parent partnerships.
- Staff promote children's communication skills. For example, they introduce early nursery rhymes and encourage children's input when reading traditional fairy tales. At times, staff do not discuss positive behaviours with children to ensure they fully understand why their behaviours are not acceptable. This hinders children's knowledge of the impact their actions may have on others.
- Children benefit from eating their lunch in a calm and sociable environment. They receive support that contributes to their positive relationships with food. For example, staff utilise lunchtimes to enhance children's fine motor skills and introduce age-appropriate mathematics. Children practise hand-to-eye coordination as they stab their food with a fork. Staff request children eat 'two more pieces of pasta', which encourages children to count and to eat more.
- Children have opportunities to develop their imaginative skills. They model what they see in everyday life. For example, children pretend to be a shopkeeper. They say, 'Bread costs £45'. This shows mathematical concepts are being absorbed and used to enhance children's independent play.
- Arrangements for staff's continuous development are not yet effective because the manager does not fully monitor staff performance to identify where they can improve skills and knowledge. This negatively impacts the smooth running of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive training to update their safeguarding knowledge, including knowledge of the 'Prevent' duty and female genital mutilation. They know to work closely with school staff to safeguard children when siblings attend the school. This ensures a collaborative approach to safeguarding. The manager and staff know the relevant agencies and the correct procedures to follow should they have concerns about a child's welfare and/or allegations against staff. New staff reflect on notes taken from the nursery's safeguarding policy to increase their confidence of procedures. Managers have procedures in place to ensure that staff are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
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help staff ensure that all identified children receive early targeted support to guide learning and development	18/10/2022
ensure that the progress check is carried out effectively for all children aged two and results are shared with parents	18/10/2022
enhance arrangements for settling children, including information gathered from parents about children's interests, routines, and what they know and can do, to support planning from the outset	04/10/2022
strengthen information sharing with parents to ensure a collaborative approach to meet the needs of all children	04/10/2022
embed arrangements for supervision and performance management to ensure staff receive the individualised support and training they need to improve skills, knowledge and the quality of their practice.	18/10/2022

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

- support children to understand their own behaviours and the impacts of their actions.

Setting details

Unique reference number	EY338976
Local authority	Sandwell
Inspection number	10071886
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 9
Total number of places	36
Number of children on roll	56
Name of registered person	Galton Valley Governing Body
Registered person unique reference number	RP526423
Telephone number	01215650993
Date of previous inspection	23 October 2015

Information about this early years setting

Bright Lights Day Care registered in 2006. It is situated in purpose-built premises in Smethwick, Sandwell. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and above. The nursery opens from Monday to Friday, for 38 weeks of the year. Sessions are from 8am until 4pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Mikaela Stallard

Inspection activities

- This was the first routine inspection the setting 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.
- The manager and the inspector completed a learning walk.
- The inspector carried out a joint observation with the manager.
- The inspector observed interactions between staff and children throughout the day and evaluated the impact on children's learning.
- The inspector held discussions with the manager, staff, and children during the inspection, and considered the views of parents.
- The inspector reviewed relevant documentation, including evidence of the suitability of those working with children and registration certificates.

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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