

Inspection of Bright Little Kiddies

Scout Association, Southfields Road, Littlehampton BN17 6AF

Inspection date: 18 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Children enjoy their time at the nursery. They are happy and confident as they explore the environment. Children have a positive attitude to learning and engage in interesting activities. Children learn about the 'nursery promises'. They place their hand on their heart and promise to be 'kind' and 'helpful.' This helps children understand the expectations of behaviour.

Children enjoy a fun and inclusive curriculum. They run freely and chase friends outside in the garden as they learn to negotiate space safely. There are ample opportunities for children to be physically active in the spacious garden. Children enjoy sensory experiences that support their play and exploration. For instance, they have fun investigating plants in the activity tray. They use their senses to smell the different herbs and talk about the 'soil' and 'roots.' This allows children to gain an understanding of the world around them.

Children have the opportunity to engage with adults beyond those that they meet daily. For example, they have weekly lessons with the 'music man'. Children excitedly greet him as he enters the nursery. They learn about different musical instruments, rhymes and beats. This helps to broaden children's experiences beyond those they may not have.

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

- Leaders and staff have worked hard since the last inspection. They have met the actions raised and improved the outcomes for children. Staff have completed a range of training. This includes training to ensure knowledge about how to keep children safe is up to date. Staff have enhanced their understanding of the curriculum. The manager checks staff's knowledge with random questions and discussions. This ensures staff have the understanding and skills to support children's learning.
- There is a strong focus on mathematics throughout the setting. For example, older children count out in sequence as they complete the daily registration board. Staff challenge children to identify and understand size as they build with bricks. Younger children learn about quantities as they recognise not to overfill cups when pouring drinks. This supports children's early mathematical skills.
- Children behave well. They show their confidence as they engage in their chosen play. Staff use praise and encouragement to support children's good behaviour. This helps to motivate children and also to understand the clear expectations.
- Staff support children's emotions and self-regulation. For example, they have introduced the story 'The Colour Monster' to encourage children to speak about feelings and communicate how they feel.
- Staff provide lots of activities to encourage children's physical development. For

example, children grow in confidence as they practise new skills. They learn to manage small risks without being overly fearful when climbing trees. They develop good control and coordination.

- Children independently serve their own healthy snack and pour their own drinks. They place their empty plates and cups on the table once they have finished. Overall, staff support children in developing healthy lifestyles. For example, children learn about dental care and good handwashing routines. However, on occasions, staff are not consistent in helping children to clean their own noses. This results in some children having a runny nose or wiping their nose on their sleeve.
- Staff use and model language well. They create opportunities for children to use new language throughout activities. For example, children talk about 'pirates' and 'treasure' when making bracelets. Staff talk to children about what they are doing and ask relevant questions. However, on occasion, children are not given enough time to answer the questions that staff ask. Therefore, some children's listening and thinking skills are not fully enhanced.
- The special educational needs coordinator helps staff to support children with special educational needs and/or disabilities. She communicates with key persons and parents to provide agreed targets. Early intervention strategies are in place. For example, children with speech and language delay enjoy targeted support. Staff use visual aids to support non-verbal children to understand what is happening next. However, these are not consistently used. Therefore, on some occasions, children do not understand what is expected of them.
- Partnership with parents is good. Parents speak highly of the setting and comment on how they travel across the town to attend. They are happy with the progress made by their children and recognise how hard staff work to ensure children are making progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the signs of abuse and neglect and their responsibilities to protect children from harm. They know the procedures that must be followed if they have a concern. Staff are aware of the duty to prevent children from being drawn into situations that put them at risk. Staff take part in training courses and discussions as a team to ensure that safeguarding knowledge is shared and kept up to date. The manager has implemented robust procedures for checking staff's suitability at the point of employment, and existing staff are required to make declarations to confirm their ongoing suitability.

What does the setting need to do to improve?

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

- strengthen good hygiene practices for children, with particular reference to the importance of blowing their noses
- support all staff to develop their questioning techniques and give children time to respond, to maximise children's learning
- improve the use of visual aids to support children's communication and language development further. In particular, for children who require extra assistance to develop listening and attention skills.

Setting details

Unique reference number	2639070
Local authority	West Sussex
Inspection number	10245634
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	20 May 2022

Information about this early years setting

Bright Little Kiddies registered in 2021. It operates from a scout hut 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

Kelli Wiseman

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Leaders shared their vision and ethos with the inspector.
- The inspector spoke to staff and children during the inspection.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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