

Inspection of Bright Kids Crabbs Cross

The Limes, 425 Evesham Road, Redditch, Worcestershire B97 5JA

Inspection date: 10 January 2023

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

Leaders, managers and staff have identified weaknesses in practice and are very keen to make ongoing improvements and raise the quality of the provision for children. Staffing arrangements have been changed and they are now meeting the requirements of the 'Statutory framework for the early years foundation stage'. Leaders, managers and staff are working closely together; morale has improved, and they have an increasing understanding of their roles and responsibilities.

Despite weaknesses, children are happy and well cared for. Positive relationships between staff and parents are being established and there is a regular exchange of information. For example, staff gather key information about any health needs, care preferences, allergies or dietary requirements that children may have. They adapt care routines to match with those at home. Children enjoy plenty of opportunities to benefit from fresh air and exercise and freshly prepared, nutritious meals and free access to drinks support their health and well-being.

Equality and diversity are promoted well, and children are aware and respectful of similarities and differences. Children's communication and language skills are encouraged in this language-rich environment. Many of the older children are confident talkers and express their thoughts and ideas. All children enjoy listening to staff read, looking through books and playing with the puppets and props that are provided to act out or recreate their favourite stories.

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

- There have been significant changes to the staff team over recent weeks with a new manager and some new staff in post and existing staff being re-deployed into different roles. Inductions have started, and plans are in place to complete supervisions and identify ongoing training needs for all staff. Leaders, managers and staff are working hard together to develop a culture of mutual respect and staff report that they feel valued. Although morale is positive, they have not had time to settle into their new roles and establish a solid staff team. Staff are not yet benefiting from professional development opportunities to help them continually improve their practice and raise the quality of provision for children.
- Since the start of the year, most of the staff have moved rooms. Children are building bonds with their new key persons and are settling well. This is helped by being in a familiar environment. Staff are getting to know the children they are now caring for. They have been using previous assessments of children's progress and in many cases, and particularly for the youngest children, the next steps identified are too advanced. As such, these assessments have been unhelpful in determining what children know, understand and can do and teaching has been variable. This has been identified by the manager. Staff are

starting to observe and make their own assessments of children's progress to help them to respond and adapt their teaching accordingly.

- The curriculum provided for children is not yet coherently planned or sequenced. Opportunities do not build enough on children's prior learning and skills or help them to make the best possible progress. That said, children enjoy a range of experiences that are based on their interests. Some staff know when to involve themselves or to wait and give children time to think through their ideas to lead and extend their own learning. Children engage in exciting activities and learn through play with resources and equipment that encourages their curiosity.
- Staff are working on encouraging children to demonstrate consistently positive attitudes to learning. They have introduced strategies, such as putting clear rules and boundaries in place and providing a safe space where children can have some time to think and be calm. Staff are becoming more consistent with implementing this practice and some children are developing a sense of right and wrong. However, other children struggle to manage their emotions. They are yet to regulate their behaviour or to understand how their actions may impact on others.
- Support for children with special educational needs and/or disabilities (SEND) is being established. The setting has a new special educational needs coordinator (SENCO) who has worked closely to involve other professionals with children and families where she has worked previously. She has quickly identified children who may have SEND and worked closely with staff and parents to start referral processes where appropriate. The setting SENCO has also been a positive role model for staff. She has encouraged them to adopt methods to help support children to close gaps and keep up with their peers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are increasingly aware of children's safety. Following a recent incident, they have carried out detailed risk assessments and taken steps to minimise hazards effectively. For example, door handles have been moved out of children's reach and additional locks added for more security. Staff deployment has been improved to ensure that children are always within sight or hearing. Required information and records, such as the complaints log, are in place to ensure the appropriate management of the setting. Most of the staff hold a valid paediatric first-aid certificate. There are appropriate procedures in place to deal with emergencies and administer medications as required. Leaders, managers and staff know how to identify the possible signs and indicators of abuse and who to contact in the event of a concern. This helps them to protect children from potential harm. Recruitment and vetting procedures are sufficient. They have obtained the Disclosure and Barring Service checks to ensure all staff who work with children are suitable to do so.

What does the setting need to do to improve?

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

- continue to build on opportunities to support and coach staff to improve their personal effectiveness and raise the overall quality of the provision
- use accurate assessments to check what children already know, understand and can do, to help staff respond and adapt their teaching accordingly
- embed a curriculum that is planned and sequenced to build on what children already know and can do and helps them to make the best progress
- help children to manage their own feelings and behaviours and to understand how their actions may impact on others.

Setting details

Unique reference number	260946
Local authority	Worcestershire
Inspection number	10270475
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	71
Number of children on roll	51
Name of registered person	Millennium Bright Kid Company Limited
Registered person unique reference number	RP911667
Telephone number	01527 546028
Date of previous inspection	1 August 2017

Information about this early years setting

Bright Kids Crabbs Cross registered in 2001. The setting employs 10 members of childcare staff, nine of whom hold appropriate early years qualifications at level 3 and above. They open from Monday to Friday, 7.30am until 6pm, closing for one week at Christmas and bank holidays. Older children attend before and after school and during the school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lucy Showell

Inspection activities

- This was the first 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual and other members of the management team about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector spoke to 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 nursery.

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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