

Inspection of Bright Kidz Day Nursery

425A Walsall Road, Perry Barr, BIRMINGHAM B42 1BT

Inspection date: 30 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy, settled and content in this warm and welcoming nursery. They learn to be independent. For example, children help to lay the table at lunchtime. They know to scrape and tidy away their plates after they have finished their meal. Babies learn to feed themselves. Children share, take turns and use good manners. They are kind and considerate towards one another. Children enjoy looking at books independently and with their friends. They listen attentively as staff read a story, and confidently provide their views and opinions about this. Children learn to identify and write letters of their name. They proudly demonstrate their knowledge of the initial sound of their name.

Children develop strong bonds with the enthusiastic, nurturing staff and clearly enjoy being with them. They are confident to initiate discussions with staff and the other children. Children laugh out loud and chatter enthusiastically as they interact with the staff, who are enthusiastic and fun. Children with special educational needs and/or disabilities receive targeted support to help them to make the progress they are capable of. Children are keen learners who develop a range of essential skills and attitudes in readiness for their future learning, including their move on to school.

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

- Leaders have devised a well-sequenced curriculum that covers all areas of learning and is understood and implemented effectively by the staff team. However, the lunchtime routine does not always work well in practice for children, who sometimes sit and wait for too long, unoccupied, before staff serve the lunch. This results in some children becoming slightly restless.
- Leaders monitor children's learning to ensure they are making good progress from their starting points. Where leaders identify gaps, they are quick to provide additional support and seek intervention from outside agencies, where needed.
- Leaders supervise staff performance regularly and provide a programme of training to develop staff knowledge and refresh their skills. However, development opportunities for less-experienced staff to enhance their interactions with children are not always as robust.
- Staff know the children well and engage them in exciting, ambitious activities that match children's learning needs and interests. Children develop positive attitudes towards their learning.
- Staff are good role models who have high expectations for children's behaviour. Staff implement effective behaviour management strategies, which helps children to learn right from wrong. Staff provide gentle reminders when children momentarily forget the nursery rules, along with an explanation of the potential consequences of their actions.

- Staff support children's mathematical development well. Children learn to count, compare sizes and recognise shapes. Staff are quick to adapt activities to extend children's learning. For example, as children play with dough, staff introduce basic fractions as they cut the dough into 'two halves'. As children make pretend cakes, staff help them to use simple addition and subtraction in their play.
- Staff support children's understanding of a healthy lifestyle. Children know why they need to wash their hands before lunch. They listen to staff as they talk about the 'vegetables' and 'protein' in the chicken curry. Children spend time in the soft-play centre, where they use multi-level equipment to slide down, climb, swing and balance.
- Staff place a strong focus on promoting speech and language throughout the nursery. They use good questioning skills and introduce new vocabulary as children play. For example, during story time, staff explain the meaning of 'unfair'. They encourage children to use 'pressure' and 'force' to make patterns in dough.
- Staff provide an array of activities and opportunities that support children to develop their small-muscle skills in readiness for future writing. Children push, roll and squeeze dough. They use a variety of resources to make marks, such as chalks, sand, crayons, paints and pencils.
- Staff working with babies ensure they receive the support and attention they need. They respond quickly when babies are hungry, tired or just want a cuddle. Babies confidently move around their environment, exploring the easily accessible resources. They giggle and smile broadly at staff as they learn the cause and effect of splashing water.
- Staff maintain a high level of engagement with parents. Parents are extremely complimentary about the staff. They comment on the good progress their children have made since starting at the nursery, particularly in their independence, social skills and language development.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant about children's safety. They supervise children at all times. Staff teach children how to keep themselves safe. For example, children know they must wear a reflective jacket when visiting the soft-play centre attached to the nursery, so that staff can identify them easily. Leaders and staff have a secure understanding of safeguarding. They know the potential signs and symptoms of abuse and where to refer any concerns they may have about a child's welfare. Leaders have robust recruitment procedures in place to help to deem staff suitable to work with children. Leaders maintain records as required and store them confidentially.

What does the setting need to do to improve?

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

- review the organisation of lunchtime routines, so that children do not have to wait unnecessarily
- provide more guidance and support for less-experienced staff on how to extend activities that further promote children's learning.

Setting details

Unique reference number	EY442378
Local authority	Birmingham
Inspection number	10275444
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 4
Total number of places	79
Number of children on roll	62
Name of registered person	Bright Kidz Limited
Registered person unique reference number	RP531383
Telephone number	0121 356 5635
Date of previous inspection	20 February 2020

Information about this early years setting

Bright Kidz Day Nursery registered in 2012. The nursery employs 10 members of childcare staff. Of these, seven hold appropriate early years qualifications from level 2 to level 5. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Karen Laycock

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 manager and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told her what they wanted the children to learn at the nursery.
- The manager and the inspector carried out a joint evaluation of an activity together.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector held discussions with the management team, as well as staff, throughout the inspection. She looked at relevant documentation, including qualifications and first-aid certificates, and checked evidence of the suitability of those working with children.
- The inspector took account of the views of parents spoken to on the day. She also spoke to children about their experiences 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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