

# Inspection of Bright Kids Studley

Briarwood, The Slough, Studley, Warwickshire B80 7EN

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Inspection date: 24 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 benefit from calm environments in which they feel safe and secure to explore. For example, babies confidently crawl, walk and stand as they move around indoors and outdoors, intrigued by what is on offer. Lunchtime is used exceptionally well to give children the time they need to collect their crockery and cutlery and serve their food. They show excellent self-help skills and dexterity as they eat and as they handle and scrape their plates. Even the youngest toddlers manage the tasks and routine extremely well.

Activities are sequenced well to help children learn. Learning is made enjoyable. For example, pre-school children show high levels of engagement as they recall the life stages of the butterfly during the story session. They are delighted to release the butterflies and this inspires them to look for insects as they play in the mud kitchen. The role-play and loose-parts areas include real objects, such as crockery, kitchen appliances, metal objects and natural resources. Children are inquisitive and they are supported well to follow their own interests and ideas and develop their own play. Staff use a rich range of language during their interactions and children use mathematical language, such as 'heavy' and 'big', as they play.

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

- Providing a sense of awe and wonder is the main focus of the educational programmes. This is achieved by providing children with a rich and exciting environment that ignites their curiosity and promotes their learning across all areas. Staff place an excellent focus on promoting children's physical development and self-help skills. All children, including babies, have excellent opportunities to be physical and build their shoulder, arm, hand and finger strength.
- Promoting children's understanding of the natural world is a clear priority. Staff provide good first-hand experiences for children to learn about living things and about the life cycle of plants and animals. For example, children use the allotment and plant and care for lettuce, beetroot, tomatoes and sweetcorn. Children help to prepare dishes with the vegetables, and staff help children learn about the benefits of fresh produce and healthy eating.
- Staff avoid and challenge any gender stereotyping and place a high focus on teaching children about disability. For example, children learn about the needs of others and how to show care and concern. Children who speak English as an additional language make good progress from their starting points. However, staff do not create enough opportunities for children to use their home languages and learn about communities beyond their own experience.
- The senior leadership team is experienced and has high expectations of the manager and staff team. There is an effective programme of training for all

staff. The manager leads an enthusiastic and happy team of staff, who are complimentary about the support systems in place. All staff benefit from regular supervision sessions to maintain the good practice achieved. However, the manager does not consistently help staff identify further areas for development. For example, on occasions, staff do not support the least confident children to speak during group discussions and activities.

- There are strong systems in place to support children with special educational needs and/or disabilities (SEND). Any additional funding is used to ensure the environment, resources and equipment are safe, meet children's needs and support their learning. Staff who work with children with SEND have a deep understanding of children's individual needs. They place a sharp focus on incorporating children's next steps in learning during their interactions to help children make the best possible progress over time.
- There is a strong commitment to valuing parents and including them in their children's learning. Parents are kept well informed about their children's development and progress and this helps them to extend their children's learning at home. Parents are extremely complimentary about the nursery. They are impressed by the knowledgeable staff team and state that their children are inspired to learn by the quality of experiences on offer.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and the manager put into place effective systems to protect children and keep them safe. Staff ensure the rich learning environment and resources used are safe to protect babies and children. Staff have a thorough understanding of the agreed procedures in place in relation to child protection. Robust recruitment and vetting procedures ensure staff are suitable and clear about their roles and responsibilities. An effective system is in place to minimise and monitor accidents. High-risk activities are risk assessed carefully to keep children safe. There are robust systems to ensure any medication that needs to be administered in an emergency is easily accessible to staff.

## What does the setting need to do to improve?

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

- increase the opportunities that children have to use their home languages and learn about communities beyond their own experience to help further support their understanding of diversity
- develop further the systems to help staff identify areas for development, such as encouraging the least confident children to speak during group discussions and activities.

## Setting details

<b>Unique reference number</b>	200530
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10289292
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Millennium Bright Kid Company Limited
<b>Registered person unique reference number</b>	RP911667
<b>Telephone number</b>	01527 852165
<b>Date of previous inspection</b>	20 November 2017

## Information about this early years setting

Bright Kids Studley registered in 1999. The nursery opens each weekday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of childcare staff. Of these, one holds a qualification at level 6, five hold a qualification at level 3 and three are unqualified.

## Information about this inspection

### Inspector

Parm Sansoyer

## Inspection activities

- This was the first inspection the nursery 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 nursery.
- The inspector and the manager completed a learning walk together to gather information about the experiences provided.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector carried out three joint observations with the manager.
- The inspector held a meeting with the manager and members of the senior leadership team. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents.

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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