

Inspection of Bright Kidz Day Nursery

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

Inspection date:

6 December 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

Most children arrive at nursery happily. Staff are kind and friendly. They greet children at the door to offer cuddles and reassurance as they take them to their playroom. Children settle in quickly. They are confident to approach new people and visitors. For example, older children show them their toys and ask questions, which shows they feel secure.

The quality of teaching throughout the nursery is variable. Staff who work with younger children plan well for their learning. They share stories with children, who become deeply engaged. Staff take time to introduce new words to them, such as 'geese'. They explain that geese are like ducks and encourage children to try and say new words or make sounds. However, activities and experiences planned for older children do not consistently challenge their learning. Children sit down to make paper chains. They use brushes to make marks with glue but the purpose of the activity is not explained. Staff therefore step in and complete tasks for them. They expect children to sit for long periods of time at group times. These sessions do not have a clear focus for children, so they are not motivated to join in or remain engaged. Consequently, older children regularly lose focus and become bored.

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

- Leaders and managers have identified clear intentions for children's learning. The curriculum is well-sequenced and aims to prepare children for the next stage in their learning. For younger children, staff implement this effectively. However, for older children, staff do not always consider what children need to learn next when planning activities. This means that older children are not supported to make the progress they are capable of.
- Children have ample opportunities to develop their physical skills. They regularly visit a soft play area where children can practise climbing and how to negotiate space. Children use different tools and equipment to make marks, such as brushes and rollers. This helps to develop their small hand muscles.
- Children enjoy varied and healthy snacks and meals. However, children are not always encouraged to wash their hands before eating or touching food. Staff do not always practise handwashing routines between wiping children's noses. A nappy changing mat has become significantly torn, which increases risks of cross infection.
- Managers are committed to supporting children who have special educational needs and/or disabilities (SEND). They work closely with other agencies to identify gaps in children's learning. Support has recently been obtained for children so that they receive the help they need to make progress in their learning.

- Staff provide lots of craft activities for children. Younger children glue different sized circles together to form snowmen. Staff measure out string against older children to place in baubles. However, these activities are often very adult led as staff direct children where to place things. This means that children are limited in expressing their creativity and imagination in their work.
- Parents speak positively about the setting. They state that their children have settled in well and that staff are helpful. Parents use an online app to find out about what their child has been doing. That said, not all parents are clear about what their children are being supported to learn next, so that they can provide continuity at home.
- Staff, including those who are training, feel well supported in their roles. Managers provide staff with regular opportunities for supervision. They discuss their performance, any concerns, and any areas for improvement. Managers recognise some areas where staff need more support.
- Staff are quick to address unwanted behaviours from children, such as when they throw toys. They help children to resolve conflict. Staff offer praise to children. At the end of the morning session, they reward all children with a sticker. However, they do not give clear messages to children about what is being rewarded to help them fully understand their expectations.
- Children are quick to follow instructions from staff. Older children quickly put toys away when it is time to tidy up. However, children do not transition swiftly to the next activity. They spend very long periods of time waiting, including for their lunch. Some children find this more difficult, which impacts on their emotions and behaviours.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive thorough training that helps them to understand their roles to safeguard children. They are alert to signs of possible abuse or neglect and know what action to take to report any concerns to other agencies. Staff and managers know what to do if they have concerns about the conduct of another adult. Managers follow rigorous procedures to check the suitability of staff who work with children. Staff deploy themselves well and supervise children at all times, including when eating. Risk assessment is used effectively to provide children with a safe and secure environment.

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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ensure that hygiene procedures promote the good health of all children	29/12/2023
use information from assessment to plan and provide consistently challenging activities for older children that support their learning.	29/12/2023

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

- find ways for children to use their imagination and creativity during adult-led activities
- review the organisation of routines to reduce the amount of time children spend waiting between transitions
- support staff to give clear messages to children about their expectations for their behaviour
- strengthen partnerships with parents to engage them further in children's learning and development.

Setting details

Unique reference number	EY442378
Local authority	Birmingham
Inspection number	10319906
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	51
Name of registered person	Bright Kidz Limited
Registered person unique reference number	RP531383
Telephone number	0121 356 5635
Date of previous inspection	30 January 2023

Information about this early years setting

Bright Kidz Day Nursery registered in 2012. It is situated in Perry Barr, Birmingham. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 6pm. There are 10 members of staff employed. Of these, three hold qualifications at level 5, three hold qualifications at level 3 and one holds a qualification at level 2. The nursery is in receipt of early years funding for two-, three-, and four-year-old children.

Information about this inspection

Inspector

Lisa Bennett

Inspection activities

- The inspector discussed any continued 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 manager and deputy manager and inspector completed a learning walk to understand how the provision and curriculum are organised.
- The deputy manager and inspector completed a joint observation to evaluate to effectiveness of teaching.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- Parents spoke to the inspector and gave their views of the setting.
- The inspector observed the quality of teaching to assess the impact this has on children's learning.
- The inspector held a meeting with the manager and deputy manager and looked at relevant documentation and evidence of staff suitability.

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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