

Inspection of Bright Kiddies

2nd Sea Scouts, Durrington, Worthing, West Sussex BN13 2RH

Inspection date: 11 June 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive happy and excited to begin their day. They separate from their parents with ease as friendly practitioners welcome them inside. Children feel safe and secure. They build sensitive relationships with practitioners, who know them well. Children self-register their attendance with confidence. They find their names and place them on the board. Children begin to develop good independence skills.

Leaders have high expectations for children's behaviour. Children talk about rules at carpet time each day. For example, they discuss the importance of 'kind hands'. Practitioners support children to understand how to share with their friends. They teach children to use sand timers to help them take turns fairly. Children use these independently during play. They develop a good understanding of what is expected of them.

Practitioners create and provide a range of exciting activities. They thoughtfully arrange resources that build on what children are interested in. Children explore the bug tray and use magnifying glasses to look for toy bugs in the soil. Practitioners play with children and provide them with language such as 'scorpion' and 'grasshopper'. Children engage in their play and develop positive attitudes to learning.

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

- Leaders ensure that all children have access to their full entitlement of early education. Where children have special educational needs and/or disabilities (SEND), leaders work effectively with families and professionals. They work together to ensure that children receive a shared approach to their learning. This supports children to achieve the best outcomes.
- Practitioners support children to develop strong physical skills. They arrange climbing equipment and obstacle courses to challenge children's abilities. Children build confidence as they climb, jump and balance. Practitioners adapt their support, depending on children's level of ability. Children develop good decision-making skills as they learn to manage risks for themselves.
- Practitioners build strong partnerships with parents. They share information about what children have been learning. Parents explain that children are happy and settle quickly. They discuss how their children benefit from enriching experiences, such as yoga and children's fitness sessions. Parents are also provided with information about how to support children's learning at home.
- Children listen intently as practitioners read with excitement and enthusiasm. They use animated voices to further stimulate children's interests. Children look at books in the garden and often take them to practitioners to read together. Children develop a love of reading.

- Practitioners promote children's independence skills to support their transition to school. Children carry out hygiene routines themselves, such as washing their hands and toileting. Practitioners perform care routines sensitively. They promote positive conversations during nappy changing and explain each step to children. Children's knowledge of positive personal care routines is increased.
- Practitioners enhance children's communication skills. They talk about activities and discuss celebrations that have happened in the community. Children speak to the group about their news at carpet time. They develop good conversational skills and speak with confidence.
- Leaders plan a broad and interesting curriculum that inspires and motivates children. Practitioners know children well and plan for the next steps in their learning. Occasionally, during activities, staff do not recognise when to extend children's understanding to build further on what they know and can do.
- Practitioners support children to build on their mathematical skills. They provide activities that encourage children to recognise numbers. Children match these numbers with groups of objects and count with confidence. Practitioners adapt these activities to engage children at different levels of ability. Children develop mathematical understanding that is appropriate for their age.
- Leaders provide high-quality training opportunities. They ensure that practitioners receive effective supervision that supports further professional development. Leaders and practitioners engage in courses that promote their understanding of supporting different groups of children. Leaders strive to continually raise teaching standards.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop staff's questioning techniques to provide greater challenge to children and extend their learning further.

Setting details

Unique reference number	EY500274
Local authority	West Sussex
Inspection number	10350920
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Bright Kiddies Ltd
Registered person unique reference number	RP901098
Telephone number	07443344669
Date of previous inspection	13 September 2018

Information about this early years setting

Bright Kiddies registered in 2014. The setting employs eight members of childcare staff. Of whom, seven hold appropriate early years qualifications between level 3 and level 6. The setting opens from Monday to Friday, during term-time only. Sessions are from 8.30am to 3pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicola Houston

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 provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about the curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024