

Inspection of Bright Kids Studley

Briarwood, The Slough, Studley, Warwickshire B80 7EN

Inspection date: 11 November 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 are warmly greeted into the setting by the caring staff, who are ready and waiting as parents drop off their children at the front door. Parents exchange information with staff about their children. This ensures that there is a two-way flow of information between home and the setting.

Children enjoy the indoor and outdoor learning environment. They develop their skills in riding a bike in the vast space in the outdoor area. Staff support children to use the pedals as they notice that children are pushing themselves along.

Children enjoy the learning experiences indoors. They work with their friends to join puzzle pieces together. They roll the cars along the wooden track. Staff sit beside children and find out what they have drawn on the whiteboards. Children laugh as they confidently say they have drawn a 'funny face'.

Furthermore, younger children enjoy the sensory experiences on offer. They explore the texture of the play dough and spend time popping the bubbles in the air. Staff are always close by to offer their support. They are positive role models. For example, staff remind children of the setting's golden rules and that they want children to have 'kind hands'. This ensures that children know what is expected of them.

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

- Leaders are knowledgeable and well supported by the wider organisation. They work well with the staff team to design a curriculum that is well sequenced and ambitious for all children. The approach that the setting takes to implementing the curriculum is clearly understood by all staff. This means that children make good progress in their learning.
- Children's early communication and language are supported well. Staff say 'ready, steady, go' to help children with their listening and attention skills. They further develop children's vocabulary by introducing new words in books.
- Children develop mathematical skills. Staff use number songs to help children to learn about numbers. They encourage children to have a go at one-to-one counting. Children who are confident with numbers are given opportunities to count beyond a given number. Staff recognise that not all children are confident with numbers, so they set different challenges that meet children's individual next steps. This helps children to develop their number skills at the right level for their stage of development.
- Children benefit from having healthy meals, and build on their independence skills. They are encouraged to use the serving spoon independently to scoop up rice from the serving bowl. When staff notice children eating with their hands,

they encourage them to have a go at using the cutlery. Furthermore, when children use the big spoon, they use descriptive language and discuss 'scooping' the food from their plate. However, younger children are not supported to wash their hands after lunch where they have used their hands to feed themselves. Additionally, staff do not always model good handwashing routines after they have wiped a child's nose. This means that staff do not always model good hygiene practices.

- Children with special educational needs and/or disabilities (SEND) are well supported. Staff work alongside parents and a range of external agencies to ensure that all children are getting the right support. For example, staff use objects of reference to support children with their communication and language. As a result, children with SEND are making good progress in their learning and development.
- Parent partnerships are well supported in the setting. Parents report that they feel that the setting is 'brilliant' and 'friendly'. They are happy with the information and support they receive from the setting. For example, parents know when their children have learned a new skill at the setting that they have not been taught at home.
- Leaders have ensured that an effective and well-supported process is in place to support the staff team. For example, staff say that they feel that supervisions are a time where they can express themselves openly. Furthermore, staff are given opportunities to attend well-being clinics that are led by the leaders.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- strengthen hygiene practices so that they are consistently embedded to promote children's understanding of good hygiene.

Setting details

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| Unique reference number | 200530 |
| Local authority | Warwickshire |
| Inspection number | 10370856 |
| 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 | 1 to 4 |
| Total number of places | 52 |
| Number of children on roll | 56 |
| Name of registered person | Millennium Bright Kid Company Limited |
| Registered person unique reference number | RP911667 |
| Telephone number | 01527 852165 |
| Date of previous inspection | 24 May 2023 |

Information about this early years setting

Bright Kids Studley registered in 1999 and is located in Studley, Warwickshire. 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 any eligible children. The nursery employs 13 members of childcare staff. Of these, eight hold a qualification at level 3 or above.

Information about this inspection

Inspector

Dal Malhi

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the nominated individual and manager about the leadership and management of the setting.

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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