

Bright Kids at Crabbs Cross

425 Evesham Road, Redditch, Worcestershire, B97 5JA

Inspection date	14/04/2014
Previous inspection date	06/04/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at this very welcoming and supportive nursery where they make good progress in their learning and development. This ensures they develop skills for life and are ready for the next stage in their learning.
- Practitioners recognise the uniqueness of each child. The enthusiastic and caring team ensure children's needs are well met. The successful key person system ensures children's well-being, as children develop a strong sense of security and trusting relationships with practitioners.
- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Risk assessments and safety checks help to minimise risk to children, both indoors and on outings. This, together with good supervision and vigilant practitioners, ensures children are kept safe.

It is not yet outstanding because

- There is room to extend ways in which parents can share information about their child's ongoing learning and development, to further inform the planning of activities.
- There is scope for practitioners to be more responsive to children's spontaneous play preferences, for example, when they ask to play outdoors.

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Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the nursery, outdoor play, snack time and children having their lunch time meal.
- The inspector held a meeting with the provider, nominated person, manager and deputy manager.
- The inspector sampled a range of documentation including, practitioners' suitability checks, children's development records and policies and procedures.
- The inspector spoke to practitioners and children during the course of the inspection.
- The inspector carried out a joint observation with the manager to observe the quality of teaching and learning.
- The inspector took into account the views of parents and carers, and observed parental feedback which is displayed in the nursery and the parent questionnaires.

Inspector

Jacqueline Nation

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Full report**Information about the setting**

Bright Kids at Crabbs Cross was registered in 2001 and is one of six childcare settings run by the Millennium Bright Kids Company Limited. The nursery and out of school club are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Nursery facilities for children are offered in the main building, with out of school provision provided in a single-storey extension. Care for children is provided over two floors of the premises and there is no lift access to the first floor. There is an enclosed garden available for outdoor play which includes a woodland area. The nursery serves the local and surrounding areas. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 to 6, including one with a BA Honours Degree and one with Early Years Professional Status. There are currently 105 children on roll, of whom 79 are in the early years age range. Children attend for a variety of sessions. The nursery provides funded early education for two-, three- and four-year-old children. It opens from Monday to Friday, 7.30am until 6pm, all year round, except for bank holidays. Older children attend before and after school and during the school holidays. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. It receives support from the local authority.

What the setting needs to do to improve further**To further improve the quality of the early years provision the provider should:**

- strengthen the arrangements to help parents to consistently share what they know about their child in relation to their ongoing learning and development, and use this information to inform the planning of activities to further enhance the progress children make
- review how practitioners respond to children's spontaneous requests for a chosen activity, for example, when they ask to play outside.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Children's enthusiasm for learning is enhanced by practitioners who have a good understanding of how children learn and develop. Children are happy and motivated to learn in this welcoming and child-centred nursery, and make good progress. Practitioners are enthusiastic in their role and clearly enjoy working with the children. Teaching

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techniques are strong across the nursery and systems to assess children's starting points on entry and their transition arrangements are secure. Planning works well because practitioners analyse the information gained from their observations to plan for children's individual learning needs. This helps children to continually move forward in their learning. Children's progress and their next steps in learning are clearly recorded in their individual learning journals which are shared with parents on a regular basis and during parents' evenings. There is scope to further help parents to share what they know about their child's development and to use this information to inform the planning of activities to further enhance the progress children make.

A strong focus is placed on learning in the three prime areas and this ensures that children have a firm knowledge base from which they can build on and learn new skills. Children are clearly showing the characteristics of effective early learners, they are active and motivated learners who participate enthusiastically in all activities. This supports them in readiness for school. Children are effectively supported by practitioners who ask them open-ended questions to encourage their thinking and learning. For example, practitioners ask children to count how many eggs they found, talk about their different colours, and they discuss growth and size as they explore the 'Spring' topic and take part in an 'Estimating eggs' activity. Practitioners role model play effectively and extend children's vocabulary as they play, for example, children made 'rainbow ribbons' as part of a threading activity and practitioners talk about the ribbons 'swirling' and 'twirling'.

A very positive and enabling environment provides all children with time and space to move around freely, using both the floor space and tables for their chosen activities. Babies explore their room carefully in the organised playroom with curiosity and confidence. Older children use the creative area to its full extent as they have access to a wide range of creative and recycled materials in their own time using their imagination to develop their play and learning. For example, they access a range of cardboard boxes, tubes, and other recycled materials which provide them with rich creative experiences. They work together to create large scale models and practise skills, such as cutting, sticking and taping boxes together. This helps children to develop social and communication skills as they talk about what they are doing and collaborate with their peers, this further supports their sense of accomplishment and confidence. Lovely displays of children's artwork shows the range of activities and discussions children take part in and how they use their imagination. It depicts what they would like to be when they grow up, and the results are wide and varied, from a police officer and a pirate to a hippopotamus and a florist.

Outdoors, children like to ride bikes and scooters, they make marks using chalks, and dig in compost. All children love sand and water play where they learn some simple mathematical concepts. Younger children like to fill containers with water and experiment as they pour and watch the water run down the plastic gutters. In the baby room, children begin to start crawling and moving around and access a wide range of toys and materials which encourage them to use their senses. They investigate how things work by pushing buttons on electronic resources, such as phones, cameras and books. Practitioners gradually introduce a wide range of creative and sensory experiences; children explore different textures, such as shredded paper, foam, paint and lentils.

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Children's communication and language skills are promoted well. All practitioners use effective strategies to engage younger children, such as good eye contact and using facial expressions and gestures to help their emerging language skills. Circle time, in particular, is used well to help older children make good progress in their listening and speaking skills. A range of puppets is used to maintain children's interest and attention as they encourage children to share, take turns and talk about their feelings. Children build good foundations for early literacy through having good opportunities to make marks, make sense of visual signs and symbols. All children develop a love of books and singing, and they are actively encouraged to participate in action songs which helps them become active listeners. Older children learn about letter names and sound linked to their name, and practitioners work with the children to create 'learning stories' which generates a written record of a memorable experience that children have particularly enjoyed taking part in. Children begin to learn about their own and others' cultures and customs through themed activities and discussions about different festivals, such as Polish Mother's Day and Saints' Days.

The contribution of the early years provision to the well-being of children

Children settle well into the nursery and are warmly welcomed on arrival. Children's care and well-being is prioritised by practitioners and integral to this is the successful key person system. All practitioners are skilled and sensitive in helping children form secure emotional attachments and are sensitive to their individual needs. Children's personal, social and emotional development is supported very well. Children enjoy the familiar routine and are helped to develop their independence skills through their daily routines, such as washing their hands before eating, pouring drinks and serving themselves to food.

A wide range of information about children's individual needs is gathered before children start the nursery through discussions with parents. Practitioners use a range of formats to record information, such as an 'All about me' form and a 'Unique Child' plan. The settling-in policy is based on children's needs and parents' preferences to ensure a smooth transition for children from home to the nursery. When children move rooms within the nursery, good consideration is given to easing this move for children by arranging short visits to help them become familiar with their new playroom and practitioners. Children's emotional and social development is fostered well, and practitioners make sure they stay close by the babies and younger children to help them feel safe and secure. All practitioners interact with the children in a sensitive and caring way. There are plenty of cuddles and kind reassuring discussions.

Effective partnerships with other agencies and professionals work well to support children within the nursery who have special educational needs and/or disabilities. Adjustments are made in a timely and effective way to suit children's individual needs. This ensures all children make the best possible progress in all aspects of their learning and development. Children who speak English as an additional language are supported well and their home language is displayed within the playrooms. This gives children confidence and helps support the settling-in procedures.

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Good priority is given to promoting children's safety within the setting and on outings. It is evident from children's very good behaviour that they feel safe and secure in the nursery. Practitioners have a calm and warm rapport with the children and they make learning fun. They are effective role models and speak to each other and the children respectfully. Children develop positive and caring relationships with their peers. They sit comfortably in the book corner looking through books together after lunch, find aprons for children to join an activity and offer help with their coats before they go outside to play.

Children's health and dietary needs are promoted effectively. Practitioners help children to develop an understanding of healthy eating as they choose their fresh fruit at snack time. Children enjoy their lunch time meal provided by outside caterers and good consideration is given to making sure meals are healthy and nutritious. Parents are provided with a 'Healthy eating' booklet, which also gives guidance on providing a nutritional packed lunch. All children benefit from playing outdoors and being in a natural environment on the grassed and woodland area. However, occasionally practitioners do not always respond to children's spontaneous requests to play outside by providing an explanation why this cannot happen at this particular time. Overall, children are well prepared for the next stages in their learning because practitioners provide good support to prepare them for their transitions. As part of this, children grow in independence as they learn to make choices and do things for themselves. School readiness is a key feature and children learn to express their feelings, use good manners and make decisions about their play and learning.

The effectiveness of the leadership and management of the early years provision

The leadership and management of the nursery are good. The management and practitioner team have a good knowledge and understanding of their responsibility to meet the safeguarding and welfare requirements, and have successful arrangements to monitor their implementation. This is a well-organised nursery and practices to help safeguard children and promote their welfare are well embedded within the nursery. All practitioners have a good understanding of safeguarding issues. Effective procedures are in place if there are any concerns raised about a child in their care, or allegations made about a practitioner.

Robust systems are in place for the recruitment and selection of practitioners to ensure their suitability to work with children. Practitioners' ongoing suitability is supported through effective systems for supervision, appraisals and performance management. Very good arrangements are in place regarding the programme for professional development, leading to a well-qualified and knowledgeable practitioner team. The impact of training and use of good practice guidance has a positive benefit in improving outcomes for children. This is evident through discussions with the management team and practitioners as they address aspects of practice, such as the specific needs of two-year-old children, the benefits of using natural play materials with the babies and younger children and understanding 'attachments and transitions' to further enhance children's well-being.

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Teamwork in the nursery is strong; practitioners are caring, enthusiastic and committed to their roles. Children's safety is a priority and risk assessments are in place for indoors and outings to ensure potential hazards to children are minimised. Practitioner deployment is well managed to ensure children's safety at all times. Children's welfare is safeguarded as documents show a clear record of children's attendance, and any accidents or medication administered. Methods of monitoring and self-evaluation are effective, and are used to identify strengths and areas for improvement. This ensures a continued and systematic improvement in the quality of the provision. There is a good overview of the curriculum through monitoring of the educational programmes to ensure they have sufficient depth, breadth and challenge, and reflect the aptitudes and interests of the children. Robust systems are in place to ensure the quality of teaching and learning, and the progress of children is monitored effectively. This ensures that gaps are narrowing for groups of children, and all children achieve well given their starting points in their learning.

Partnerships with parents and carers, and external agencies are strong and ensure children's needs are met. Links with other professionals work very well, for example by assisting children who need additional speech and language support. Parents and carers are provided with a wide range of information which keeps them up to date with events at the nursery. Parents' views are sought through the use of a questionnaire, they respond positively about the nursery and say their children are happy. They are appreciative of the support they receive and what the setting achieves for their children. Partnerships with local schools are successful and help support transitions as children move on to their next phase in learning. Practitioners make 'This is my school' booklets which cover the local schools children attend; children can look through these in the book corner and talk to practitioners about their school. They include photographs of key areas, such as where they will line up to go into school. This innovative idea supports children's transition well as they are helped to become familiar with their new environment prior to starting school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

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Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	260946
Local authority	Worcestershire
Inspection number	959975
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	71
Number of children on roll	105
Name of provider	Millennium Bright Kid Company Limited
Date of previous inspection	06/04/2011
Telephone number	01527 546028

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

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and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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