

# Bright Kids at Studley

Briarwood, The Slough, STUDLEY, Warwickshire, B80 7EN

<b>Inspection date</b>	14/07/2014
Previous inspection date	21/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	4
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 welcoming and supportive nursery. They make good progress because they are supported by practitioners who understand how children learn and encourage children to develop their own ideas and interests.
- Children build warm and caring relationships, and this supports their sense of security and belonging. Practitioners are knowledgeable about children's individual needs and how to promote children's well-being.
- Practitioners fully understand their role and responsibilities in safeguarding children. Clear procedures are followed to ensure children's welfare and safety is maintained effectively.
- There are good relationships with parents, which results in continuity in children's learning and care, and a smooth transition from home to nursery.
- The provider and management team have good systems in place to monitor the educational programmes and children's progress. They are committed to continuous improvement through reflective practice.

### It is not yet outstanding because

- Some aspects of teaching and resources need to be extended to strengthen the communication and language skills of toddlers and to maximise all children's understanding of diversity.

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

## Inspector

Jacqueline Nation and Jennifer Turner

## Full report

### Information about the setting

Bright Kids at Studley is one of several early years settings within the Millennium Bright Kid Company. The nursery was registered in 1999 and is on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It operates from a converted detached house in Studley. The nursery is accessible to all children and there is an enclosed area available for outdoor play. The nursery offers provision in the main building for children aged under five years. An out of school provision operates in a single storey building for out of school and holiday care. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. There are currently 42 children attending who are in the early years age range. The nursery provides funded early education for two-, three- and four-year-olds. The nursery employs 11 members of childcare staff. All hold appropriate early years qualifications at level 3. Two members of staff hold Early Years Professional Status and one member of staff has a Foundation Degree in Early Childhood Studies. The nursery 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:

- extend opportunities for children to see positive images of diversity, the wider world and those with diverse physical characteristics, including disabilities, to further support their understanding of the world
- better promote children's communication and language skills in the toddler room by using visual signs and real objects to help them express themselves and be able to choose a nursery rhyme or activity.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are supported by practitioners who fully understand how children develop and learn through play. They provide focussed activities which support children's developmental stage and enhance their learning. Areas of continuous provision are well-resourced and effectively link to the seven areas of learning, providing children with a wide range of activities and experiences. Practitioners obtain detailed information from parents before children start at the nursery using a range of formats, such as an 'All about me' form and a 'Unique Child' plan. This helps to build a picture of each child's interests and the skills they already have. They use this information and their observations to identify and plan for children's individual next steps in learning. Since the last inspection, the systems for planning, observation and assessment have been reviewed. This, together

with regular observations and effective teaching, ensures children make good progress in their learning and development. Practitioners' plan purposeful activities and use spontaneous learning opportunities to motivate and engage children in their play and learning. They give good consideration to children's expressed interests and ideas when planning activities. This engages children in learning because their natural interests and play preferences are followed. As a result, children make good progress in their learning and development and develop the skills and confidence they need to be ready for their next stage in learning. Children's progress is regularly reviewed, which means that practitioners can identify any gaps in children's learning and plan for these effectively. Good links with parents means they are kept up-to-date with their children's progress over time, with regular opportunities to look at their children's learning journal records. Partnerships with parents are good and practitioners encourage parents to undertake observations of children at home to further support children's learning in the nursery.

Practitioners interact well with the children and the quality of teaching overall is good. This has a positive impact on the progress children make, relative to their starting points in learning. They ask children open-ended questions to promote their thinking skills and extend their vocabulary with questions, such as 'can you remember how we did it last time?' and 'do you think we have enough water?' Practitioners listen carefully to the voice of the child and give them time to explain what it is they are trying to achieve. Practitioners involve themselves in children's play appropriately, providing guidance, role modelling play and encouraging them to investigate further. For example, during an activity which stemmed from children's interests, some older children attempt to melt a bowl of ice to find the animals hidden within it. Children are excited about what they might find when the ice melts and intrigued when they can see a snake around the edge of the bowl. They confidently fill a pipette with water and decide that 'four squirts in the middle' would help to melt the ice. Some children chipped away at the ice with a spoon, and eventually the ice melted to reveal all the animals. It is evident from the children's engagement and questions that they found this activity to be exciting and challenging. Good learning opportunities during this activity help children to develop their understanding of the world by examining changes over time. They also discovered how to use a range of equipment to complete a task, enhance their confidence and extend their mathematical knowledge. Children are keen, motivated and confident learners who communicate their needs well. They are developing the characteristics of effective early learners, which will help them considerably as they move on to school.

Children's communication and language skills are fostered from an early age. Practitioners use recognised strategies, such as 'Time to talk' and constantly interacting with the children repeating words, to encourage their emerging language skills. Practitioners work alongside parents to share best practice with regard to enhancing communication and language skills at home. Babies are beginning to copy familiar expressions, such as 'hello' and 'bye, bye'. However, there is room to strengthen children's confidence in using language, particularly in the toddler room, by using visual resources and symbols, such as picture cards and objects, to help them make choices about the song they would like to sing, or activity they would like to take part in. Early writing skills are widely encouraged in all playrooms. For example, babies and toddlers have many opportunities to practise making marks on white boards. Babies access a good selection of books suitable for their age and stage of development and they enjoy listening to stories and looking at picture

books. Babies love exploring a wide range of natural materials in their treasure baskets, such as shells, sponges, stones and shiny materials. They are able to move around their environment safely and explore and investigate a lovely range of toys and resources at their own pace.

Children's physical development throughout the nursery is promoted very well. Babies and younger children have access to their own roof garden and older children have a delightful garden to explore. Very good consideration has been given to outdoor play spaces and the use of resources to provide children with a wide range of play, learning and fun opportunities. On the roof garden they play on small slides and rockers and explore sand and water. The large outdoor area provides children with a good range of activities where they are able to develop their senses in the sensory garden. The 'Friendship hut' in the garden offers children opportunities to play together in a covered area, with access to letters and numbers imprinted on wooden blocks, books for reading, and art and craft activities. This helps foster their literacy, mathematical and expressive art and design skills. The allotment area is used to grow a range of vegetables, tomatoes and beans and children enjoy playing in the 'mud kitchen' with a range of pots, pans and cooking utensils. The outdoor spaces maximise children's enjoyment and development in all seven areas of learning. Children's mathematical development is progressing well. Number lines are displayed around all play rooms and children access a good range of resources to support their understanding of shape, size, numbers and colours. They complete puzzles to help promote their critical thinking skills, and use construction bricks to build models to develop their imagination, creativity and problem solving skills. Children learn about and celebrate various cultural events throughout the year, which encourages their understanding of a wider society. Parents are invited into the nursery to talk about their cultural backgrounds and traditions and they read stories and sing songs to the children. However, resources that reflect positive images of diversity and people's differing abilities are not fully developed to promote children's understanding of the wider world. Overall, children are supported to acquire the skills and capacity to develop and learn, and be ready and confident for the next stage in their learning.

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

Safety within the setting is given good consideration and children are cared for in a secure environment. Practitioners are vigilant and they supervise children well. Outdoor play is managed well as practitioners supervise children effectively and ensure they remain safe. Practitioners encourage children to become aware of how to keep themselves safe through careful explanations that really help children to recognise risks, behave safely and sensibly. This is particularly evident when children handle a range of tools and equipment outdoors. Children learn about other aspects of safety and are involved in regular emergency evacuation drills. A strong focus is placed on helping children to learn good behaviours, this is now consistently delivered so that children learn to share, take turns and develop good manners. At group discussion time, practitioners talk with children about the 'circle time and shining light rules'. Practitioners help older children to become familiar with the daily routines and develop positive relationships with their peers. Younger children are beginning to understand about good listening and good sitting to help develop their concentration and language skills. Practitioners prepare children well in order to

support them emotionally for their move to school by inviting teachers from local schools into the nursery. In the 'outdoor classroom', children take part in role play activities and practitioners talk to them about what they can expect to happen at school. They obtain school uniforms for children to get used to, and a display board shows children's lovely drawings of their new school. This fosters children's personal, social and emotional development and helps them become better prepared for the expectations of school.

Practitioners know the children very well in this friendly and welcoming nursery. All practitioners, particularly those in the baby room, recognise that close interactions are essential to help build children's confidence and self-motivation. They spend time providing reassurance, cuddles and kind words to help children feel calm and relaxed. All practitioners form close bonds with the children and develop a warm rapport with them. Younger children are quickly soothed if they become unsettled or seek reassurance. Practitioners work at the children's level, listen with genuine interest to what they say and make them feel special. As a result, children feel safe and emotionally secure because there are warm and caring relationships in place with all practitioners. This promotes children's well-being as they move rooms within the nursery, and helps them to be ready for the next stage in their learning. Practitioners work closely with parents during the settling-in sessions and detailed information is recorded, reflecting children's individual needs and parents' preferences. Good attention is given to monitoring the care routines of babies and younger children and all parents receive daily feedback about their child's day.

Inclusive practice is generally successful and children and their families are valued, treated equally and respected. Effective links are established with other agencies to provide support and advice for children with special educational needs and/or disabilities. This ensures timely intervention for these children to help them achieve well. Strategies are in place to support children with English as an additional language to ensure they progress well, given the starting points in their learning. Children of all ages enjoy investigating their surroundings and making independent choices. The learning environments allow plenty of free space for children to relax, sit quietly or explore sensory materials. All children benefit from fresh air and active play to promote their fitness and physical skills. They have a delightful and well-resourced outdoor play space which they love to spend time in, practising their skills riding bikes and scooters on the track area. Children's specific health and dietary needs and allergies are well documented and understood by the practitioner team. Children learn how to keep themselves healthy. Practitioners talk to them about keeping safe in the sun by wearing their hats and using sun cream before going outside to play. Practitioners sit with children at mealtimes, making it a sociable occasion as they talk with children about their day and promote discussions about healthy eating. Children benefit from healthy nutritious meals that are supplied by an outside caterer and parents are provided with useful information and suggestions for a healthy eating lunch box. Practitioners follow good hygiene practices by wearing protective clothing when handling food or attending to babies' care needs. This helps to reduce the risks of cross infection. Children are developing many skills to effectively support them in their future learning. Children's all-round development is fostered successfully. They use their imagination well, develop independence and are happy and enjoy what they are doing.

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

Leadership and management of the nursery is good and teamwork is strong. Practitioners are caring, enthusiastic and committed to their roles. Since the last inspection, the provider, manager and practitioner team have placed a strong focus on quality improvement to help the setting move forward. They demonstrate a strong commitment to driving forward positive changes in the nursery to benefit children. Actions from the last inspection have been implemented successfully and future plans are focussed and well-targeted. Risk assessments have been reviewed and good consideration is given to keeping all children safe and secure by minimising hazards indoors and outdoors. Children are supervised well at all times and this is supported by effective practitioner deployment. Risks to children using the roof garden have been assessed appropriately and practitioners ensure toys are kept away from the fenced area, therefore, preventing any possible accidents. Robust policies and procedures are in place and underpin the safety of children. Children are safeguarded effectively by experienced, well-qualified and caring practitioners. The management team are proactive in ensuring that practitioners have a good level of safeguarding awareness through training and ongoing discussions at team meetings. The nursery keeps thorough records of accidents and attendance, which helps practitioners to protect children and promote their welfare. All staff are qualified in early years and childcare and required ratios are met within the nursery at all times. There are effective processes for the selection and safe recruitment of new practitioners. The management team ensure that suitability checks are undertaken, induction procedures are followed and references are gained prior to any new practitioners begin work at the nursery. Ongoing suitability is discussed and all practitioners are aware of their duty to inform the management team of any issues that may impact on their role. The arrangements for supervision, appraisals and professional development are successful. A good level of training is available to keep practitioners' knowledge up-to-date with new initiatives and changes in the early years field. The impact of training and use of good practice guidance has a positive benefit in improving outcomes for children.

The leadership and management team have a clear understanding of their responsibilities for meeting the learning and development requirements. This is shown by the way in which the nursery is organised to promote active, exploratory play and activities are planned to enable children to learn through first-hand experiences. Good monitoring of the educational programme provides consistency in practitioners' planning, observation and assessments of children's progress. The quality of teaching and learning is monitored well through peer observations to further enhance individual practitioner's teaching skills. As a result, all children achieve well. Annual tracking records and a communication and language monitoring system ensure there is a good overview of children's progress and attainment. This ensures any identified gaps in learning are addressed and targeted plans for intervention are successfully implemented. There are good partnerships with parents and they are kept fully informed about their children's progress. Children's 'learning stories' depict children's enjoyment and achievement during spontaneous activities. This provides parents with an opportunity to see how their children spend their time at nursery and a further link to supporting their learning at home. Parents are provided with a wide range of information and their views are valued by the management team. These are

sought through the use of questionnaires and their responses are displayed on the 'you said, we did' board. Parents speak very positively about the nursery and the practitioner team. They comment on the good progress their children make and how confident and ready they are for school. A strong commitment to partnership working with outside agencies is evident, well-established and contributes to meeting children's needs. Overall, practitioners create an environment that is welcoming and supportive. Children are able to enjoy their learning, grow in confidence, and develop the underpinning skills needed for their future success.

### **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**

## 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.

## 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

<b>Unique reference number</b>	200530
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	965236
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	76
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Millennium Bright Kid Company Limited
<b>Date of previous inspection</b>	21/01/2014
<b>Telephone number</b>	01527 852165

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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

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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