

# Bright Kids at Studley

Inspection report for early years provision

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**Inspection date** 10/01/2012  
**Inspector** Adelaide Griffith

**Setting address** Briarwood, The Slough, Studley, Warwickshire, B80 7EN

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**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Bright Kids at Studley is one of six early years settings within the Millennium Bright Kid Company. The nursery was registered in 1999 and operates from a converted detached house in Studley. The nursery serves the local area and has strong links with the local school and the local Children's Centre. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The setting 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 for primary school children. The setting also offers a wrap around service for younger children attending Studley Infants School. The out of school service picks up and drops off at local schools.

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. A maximum of 76 children may attend the setting at any one time. There are currently 44 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to 11 years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for three- and four-year-olds.

The setting employs 15 members of childcare staff. All hold appropriate early years qualifications to at least National Vocational Qualification Level 3 or above. Three members of the senior management team hold the Early Years Professional Status. Two members of staff are studying for a degree qualification. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is Good.

Children's welfare is significantly safeguarded in a safe and welcoming environment. Overall, children in the Early Years Foundation Stage make good progress in their learning and development. The self-evaluation process is embedded and results in continuous improvement for the benefit of children and their families. A detailed business plan sets out the future direction for the setting. The successful partnership with parents ensures that all children get the support they need. Strong working relationships with other providers and agencies contribute positively to children's well-being.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- develop further observations to consistently make links to the 'Development

matters' prompts to plan the next steps in a child's developmental progress.

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

The committed management team implements extensive procedures to safeguard children. The staff have a very good understanding of their responsibility to protect children and the procedures to be followed if there are concerns about abuse. Policies for the efficient management of the setting are reviewed annually and procedures are revised effectively to maintain children's care and safety. For example, comprehensive risk assessments are updated frequently. Robust recruitment, induction and vetting procedures ensure that staff working with children are suitable to do so.

The highly motivated management supports the development of all staff and they have built a cohesive, dedicated team. A successful training needs analysis ensure that staff learn new skills to promote children's care and learning effectively. Regular meetings are used to review practice issues. Since the last inspection, the management has made significant changes to improve the outcomes for children. They have worked conscientiously with external agencies to implement an improvement plan. Rigorous monitoring ensures that progress is consistently analysed and this results in continuous improvement for the benefit of staff and children. A strategic business plan set out how the management intends to develop the setting further.

The substantial emphasis on self-evaluation is reflected in several surveys of parents' satisfaction. Parents receive a wide selection of printed material to ensure that they have a clear understanding of the service provided. The open door policy results in an excellent partnership in which parents feel fully supported. The parents' forum is active in representing parents' views and concerns are addressed promptly. Parents comment very favourably on the ethos of the setting to focus on individualised care and development of children.

Strong relationships have been established with other providers and transition documents are transferred to schools when children leave. This means that continuity in children's learning is addressed competently. All children are valued and activities are implemented to promote their understanding of diversity. A vast range of stimulating resources is accessible at children's level and the staff are very well deployed to support children on an individual level, or in small groups. The key worker system is highly effective and contributes considerably to the relationships between children, parents and staff.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from positive experiences in the Out of School Club and the nursery. They enjoy their time at the setting and are forming strong relationships with their peers and adults. Children make consistent progress in their learning and

development because staff have a secure understanding of the Early Years Foundation Stage. They identify learning objectives for activities. The planning has been reviewed and staff are working at making consistent links to observations of children's learning. However, this is achieved more effectively by some staff than by others. This means that children might not always achieve the best possible outcomes.

Staff provide stimulating activities that maintain children's concentration. Story time is particularly enjoyable because children are encouraged to participate actively by completing rhymes. Children's language for thinking is well promoted as they make links between the story and home experiences. The outdoor space with a wide variety of areas encourages exploration, for example, digging and locating bugs, which are examined with a magnifying glass. Staff are skilled in using these situations to extend children's learning, for example, by reading related stories about caterpillars. This means that their awareness of the environment is well promoted and enhanced through discussions that build their language skills. These achievements help children to develop valuable skills for the future.

Care rooms are vibrant with colour and the pre-school provides a print rich environment in which children are comfortable. Good organisation of daily routines provides regular times, both morning and afternoon, for children to move freely between indoors and outside. Children's independence is developing well and they put on coats unaided or with minimal assistance. They are well behaved because staff consistently praise good behaviour and encourage them to apologise to their peers as appropriate. There is a well established understanding of maintaining personal safety. Staff consistently provide reasons for requests, for example, how to carry scissors safely and for sitting nicely at the dinner table. Warm and caring relationships with the staff help children to feel very secure. Babies stay close to adults and children seek assistance from staff when they need help.

The premises are maintained to a clean condition throughout and this helps to minimise the risk of spreading infection. Children are gaining a clear understanding of the importance of washing hands before eating and after some play activities. Children's good health is promoted effectively because healthy eating is encouraged through the provision of balanced meals. Staff encourage parents to provide healthy lunch boxes with a selection of fruit or vegetables. Drinking water is freely available and children rest or sleep according to their individual needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	1

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met