

# Inspection of Bright Kids Barley Lea

51 The Barley Lea, Coventry CV3 1DX

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Inspection date: 26 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are settled and happy. Babies and young children build sound relationships with staff as they seek and receive comfort and reassurance. Older and more confident children enjoy close bonds and secure attachments as they have fun with their friends and the staff. Children respond well to consistent routines, gentle reminders, and clear boundaries. They are learning how to manage their own feelings and behaviour. Children are considerate towards one another and share familiar resources. They communicate their needs, make lots of choices and become increasingly independent in taking care of themselves.

Children thrive in this child-led environment. They are excited and engaged as they use their curiosity to extend their learning by creating purposeful play experiences with the interesting resources available. Children's starting points and progress are accurately assessed, and staff have high expectations for all children attending. All children are developing key skills in preparation for the next stage in their learning and their eventual move on to school. The dedicated management and staff team work well together and actively seek the views of parents and other professionals. This helps them reflect on their practice and procedures. They use what they discover to successfully devise and implement clear action plans and drive improvements forward in pursuit of excellence.

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

- Leaders monitor performance and provide regular support and coaching to help staff to fully understand their joint and individual roles and responsibilities. Staff attend training courses and complete research. They share their increased knowledge with their colleagues to help improve the quality of their practice and enhance the outcomes for children.
- Partnerships with parents are strong. Parents explain how they use the online system to exchange information about their children's learning and development at home and at nursery. Any complaints are listened to and managed appropriately. Parents comment positively about the friendly and caring staff and about the guidance and support that they receive.
- The key-person system is effective, and staff get to know each child well and ensure that their needs are met. Children's health and well-being are fostered well. Staff match routines to those at home and carry out appropriate procedures if children are unwell. Parents are encouraged to provide a variety of nutritious foods for children who bring a packed lunch, or if they prefer the setting provides a freshly prepared, warm meal.
- Staff observe and assess children during play and routines to note their current interests and abilities. They know the children well and adapt their teaching to meet individual needs and to build on what children already know and can do.

Children respond with enthusiasm and concentrate for long periods of time.

- Children have many opportunities to play outside. Older children access a variety of resources and enjoy the exercise. However, there are too few opportunities for the youngest children. Most of the space and resources available are not suitable for babies and younger children. This means they are not getting the best opportunities to develop their physical skills.
- Staff promote and reflect diversity through well-organised activities and events which involve children and their families. They find out key words and phrases to support communication with parents and children who speak English as an additional language. However, staff are not providing enough opportunities for children to hear and speak their home languages alongside English. This means that some children's sense of belonging and communication skills are not promoted fully.
- Children with special educational needs and/or disabilities are very well supported. Managers and staff complete training and research and work closely with parents. They effectively identify gaps in children's learning and know when to seek early intervention and how to involve external agencies. This helps them to find the best ways to help individual children to keep up with their peers. They consider the individual needs of children and use funding to enhance the environment and resources accordingly.

## Safeguarding

The arrangements for safeguarding are effective.

The premises are safe and secure, and staff are vigilant to identify and minimise risks to children's safety. Managers and staff have a comprehensive understanding and implement procedures to protect children from harm. They know about the possible signs and symptoms of abuse and how to deal appropriately with any concerns that they identify or allegations they may receive. Children who are vulnerable and/or disadvantaged are fully supported. There are close partnerships between staff, families, carers and professionals from other agencies. There are clear links between the setting and the local community. For example, services such as food and clothing banks and lending libraries for toys and equipment are in place and used well.

## What does the setting need to do to improve?

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

- strengthen the opportunities available for babies and young children to develop their physical skills
- enrich the experiences for children who speak English as an additional language to help promote their sense of belonging and develop their communication skills.

## Setting details

<b>Unique reference number</b>	2653393
<b>Local authority</b>	Coventry
<b>Inspection number</b>	10270019
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 3
<b>Total number of places</b>	59
<b>Number of children on roll</b>	68
<b>Name of registered person</b>	Millennium Bright Kid Company Limited
<b>Registered person unique reference number</b>	RP911667
<b>Telephone number</b>	02476449946
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Kids Barley Lea registered in 2021. The setting employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications from level 2 to level 5. They open from Monday to Friday, all year round, except for a week at Christmas. Sessions are from 8am until 6pm. The setting provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Lucy Showell

## 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 inspector carried out a joint observation of an activity with the deputy manager.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke with the nominated individual and senior leaders about the leadership and management of the setting.
- 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.

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