

# Inspection of Bright Kids Northfield

18/20 Norman Road, Northfield, Birmingham, West Midlands B31 2EW

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Inspection date: 12 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children are happy throughout their day and enjoy their time at the setting. Most children separate from parents with ease and have secure attachments with staff members. They enjoy getting messy and experimenting with different colours and textures. Children show kindness to their peers as they share seats on tricycles and pour each other glasses of water. This helps children to develop their social skills.

Older children enjoy nature and observing the changes in their environment. They play happily in the sunshine and watch and observe rain clouds darken the sky. When the rain falls, they shriek with excitement and rush to find shelter. Staff help children to think and ponder as they ask questions about the varying speed of raindrops. Once the storm has passed, children thoroughly enjoy jumping in puddles of water, laughing and giggling with their peers. These experiences help children to develop a sense of awe and wonder in the world that we live in.

Babies enjoy making marks during a painting activity. They enjoy using natural materials to dip into paint. Staff support children well as they sing to babies while they play. Babies pull themselves up onto the low-level table and enjoy this sensory experience. These opportunities help children to strengthen their muscles in their arms and legs.

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

- Leaders and managers provide a wide and varied curriculum that encourages learning across all areas of the early years foundation stage. Staff plan well-sequenced learning opportunities that build on what the children know and can do already. All children, including children with special educational needs and/or disabilities, receive appropriate challenges in their learning. The setting employs a dedicated special educational needs coordinator who is passionate about her role. She is competent in making timely referrals to external agencies and provides in-house training for staff. This helps staff to fully support children at the earliest opportunity.
- Staff implement the curriculum for speech and language effectively. Babies enjoy staff reading to them. Staff encourage early language development by singing lots of rhymes and repeating singular words. This helps babies to copy and say words and builds on their vocabulary. When older children mispronounce words and sentences, staff model the correct way to say words for children to hear. This helps children to develop clear pronunciation.
- Older children benefit from interactive storytelling sessions. Staff are skilful in making books come to life. Children marvel in wonder as they listen attentively. Staff members act out the roles of giants and use their entire bodies to engage the children. Children's eyes are transfixed on the members of staff, and their

mouths are wide open as they thoroughly absorb the story. However, this wonderful learning is sharply interrupted by a call to go and wash their hands in preparation for lunchtime. This has a negative impact on children's enjoyment and engagement in purposeful learning.

- Staff encourage children to be independent. Children pour their own drinks, put their own coats on and wipe their own noses. Older children know to wash their hands after wiping their noses before returning to play. However, on occasion, some staff do not always wash their hands after wiping younger children's noses. This means that staff do not always model good hygiene practices.
- Children experience a wealth of learning opportunities and challenges in the outdoor environment. For example, children show positive attitudes to learning and determination while learning how to ride on wheeled toys. They persevere and test out different methods to make them move. Once they achieve this, staff applaud them, and children giggle with excitement. These experiences help children to increase their physical strength and balance.
- Parents are happy with the care and learning that their children receive at the setting. They speak of an online platform through which the setting shares information regularly. They feel that they can continue to support their children's learning at home. Parents state that their children have come on in 'leaps and bounds' since starting at the nursery.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the signs and symptoms of abuse and how to refer concerns to their designated safeguarding officer. Staff are aware of who their designated safeguarding officer is. Leaders and managers provide regular in-house safeguarding training. Staff are aware of the whistle-blowing policy and know how to report concerns about other staff's conduct with children. Staff are suitably vetted to work with children and their ongoing suitability is checked. All staff hold a valid paediatric first-aid certificate and receive training on how to respond to medical emergencies. The premises are safe and secure.

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

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

- ensure the routines of the day do not have an impact on children's enjoyment and engagement in purposeful play and learning
- help staff to understand the importance of handwashing and good hygiene practices, and make sure these are consistently implemented.

## Setting details

<b>Unique reference number</b>	EY294363
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10301763
<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 4
<b>Total number of places</b>	82
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Millennium Bright Kid Company Limited
<b>Registered person unique reference number</b>	RP911667
<b>Telephone number</b>	0121 475 4788
<b>Date of previous inspection</b>	23 January 2018

## Information about this early years setting

Bright Kids Northfield registered in 2005. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round except for one week at Christmas. The nursery employs 18 members of staff. Of these, 15 are qualified to level 3, 5 or 6. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Salma Yates

## 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.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to and communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the deputy manager about the leadership and management of the setting.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the deputy manager.

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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