

Inspection of Bright Kids Crabbs Cross

The Limes, 425 Evesham Road, Redditch, Worcestershire B97 5JA

Inspection date: 18 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff know children well and form caring, nurturing relationships with them. This helps to make sure that children are happy and relaxed in this warm, welcoming nursery. Leaders and staff have prioritised opportunities for children to recognise and begin to regulate their own feelings. They have introduced cosy areas with visual prompts in all rooms for children to use. For example, younger children point to picture symbols of some key emotions, such as happiness and sadness, in their cosy corner. Older children take themselves to the special little nook where they can relax and self-regulate. Children enjoy a rich learning environment and have plenty of time to lead their own play. They choose from an extensive range of resources, which they use imaginatively in their play. Natural and real resources are interesting and enticing. Spaces such as the creative area are organised well and are very accessible. As a result, children's creativity and choice are nurtured. Staff take time to plan and set out inviting activities and enhance the provision while taking into consideration children's next steps.

Children make choices about what they would like to do because staff take every opportunity to encourage independence. For example, toddlers pour their own water from a water dispenser into small water glasses. Staff support them to successfully scoop food onto their ceramic plates at lunchtime. They attempt to cut their food with appropriate utensils, which also supports their small-muscle skills well. Older children confidently serve themselves at mealtimes. Mathematical development is encouraged as they talk about quantities. For example, they help to hand out the correct number of plates to their friends and count spoons full of food onto their plates.

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

- Leaders are passionate about improving practice and standards in this nursery. They have worked hard coaching the staff team and improving the environment for learning. They have reflected positively on the actions raised at the last inspection. As a result, they have made significant and rapid progress. Self-reflection and ongoing action planning are used well. Leaders know what they need to do next to move forward.
- There is a clear and ambitious vision for the children attending this nursery. Leaders have reviewed the curriculum so that it now offers clear progression for all children. They have developed staff's understanding of how to implement these intentions in daily activities and routines. As a result, staff know and understand what they want children to learn in this nursery. However, staff do not consistently use a wide enough range of teaching skills in their interactions with children to challenge them fully.
- Staff's well-being is given high priority. Managers use a range of methods

effectively to support their staff. For example, they complete supervision sessions with staff to discuss their well-being and any concerns. Activities such as coffee and cake days are organised, and initiatives such as 'team talk' themes are implemented. A mental health and well-being first-aider runs regular clinics, and staff know there is an open-door policy. As a result, staff morale is high, and they say they enjoy coming to work.

- Staff's good knowledge of how children learn and develop helps them to assess progress accurately. They know children well, quickly picking up on their likes and interests. They use this knowledge to highlight realistic next steps for children's ongoing development. For example, an interest in cars has evolved into learning about the local community using a road map drawn by staff and children. Those with special educational needs and/or disabilities are fully included and given the help they need. This involves targeted plans and close partnership working with parents and other professionals.
- Children confidently hold conversations with staff and their peers and ask questions as they play. Staff help those with English as an additional language integrate into the nursery. Furthermore, staff have produced specific resources so that they know key words in the child's language and can use them in daily routines and activities. However, not all staff consistently use a broad range of words or introduce new words enough during play to fully extend children's vocabulary.
- Parents are very happy with the nursery. They say their children are happy, settled and making good progress. They appreciate being able to come into the nursery to drop off and collect children, as this helps with communication. The use of the online communication tool helps them stay informed about their child's development. In addition, daily discussions with staff mean that they know what their children are doing on a daily basis.
- Staff help children make decisions about what they want to do and have a voice in their nursery. They do this in a variety of ways. For example, the routine and environment support child-led play and free choice. Furthermore, children have regular opportunities to talk with staff and leaders about what they think about the nursery when they take part in nursery council meetings.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff know what to do if they have a concern about a child. For example, training is accessed regularly, and discussions are held during team meetings. Furthermore, the manager asks focused questions about various safeguarding scenarios to check their understanding. As a result, staff talk confidently about the procedures to follow if they are worried about the risk of harm to children in their care. Staff adhere to risk assessments to make sure that the nursery is safe for children. Leaders reflect on procedures regularly to make sure they are effective. For example, since using a new room for children to sleep in, safe sleep practice has been reviewed. Most staff hold a current paediatric first-aid qualification.

What does the setting need to do to improve?

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

- build on staff's teaching skills even more so that they consistently question and challenge children and so that children hear a wider range of vocabulary and new words.

Setting details

Unique reference number	260946
Local authority	Worcestershire
Inspection number	10277125
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 10
Total number of places	71
Number of children on roll	38
Name of registered person	Millennium Bright Kid Company Limited
Registered person unique reference number	RP911667
Telephone number	01527 546028
Date of previous inspection	10 January 2023

Information about this early years setting

Bright Kids Crabbs Cross registered in 2001 and is in Redditch. The setting employs 12 members of childcare staff, 10 of whom hold appropriate early years qualifications at level 3 and above. They open from Monday to Friday, 7.30am until 6pm, closing for one week at Christmas and bank holidays. Older children attend before and after school and during the school holidays. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Juliette Freeman

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of education during activities and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector took account of parents' views of the nursery.
- Meetings were held between the inspector, the provider and the manager at different times during the inspection.
- The inspector looked at a selection of documentation and checked the suitability of staff working with the children.

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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