



Bright Sparks Day Nursery

Inspection report for early years provision

Unique Reference Number	EY331865
Inspection date	22 September 2006
Inspector	Lynn Masterman
Setting Address	NCH Childrens Centre, Grantham Street, Rossington, DN11 0TA
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Registered person	Rossington Welfare & Learning Centre
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bright Sparks Day Nursery registered in 2006 and is situated in the Rossington Sure Start Children's Centre and operates from three rooms in a purpose built building. It is located in Rossington, which is close to the town of Doncaster. A maximum of 41 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. It serves families from the local community and surrounding areas. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from birth to under five years old. Of these, six children receive funding for early education. Children come from the local community and surrounding areas.

The nursery currently supports a number of children with learning difficulties and disabilities.

The nursery employs seven members of staff. All staff, including the manager hold an appropriate early years qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn the importance of being healthy through good hygiene procedures and consistent routines. Opportunities for promoting their understanding of health and hygiene are used positively. For example, children independently know the procedure for washing their hands appropriately. They understand failure to wash hands before eating and after visiting the toilet results in the spread of germs. This helps children to develop an awareness of the importance of personal care. Staff follow clear health and safety policies. Spillage is immediately removed and the area cleaned thoroughly with anti bacterial spray. Staff are particularly diligent about the care of very young children. Nappy changes are accurately recorded, soiled nappies are promptly disposed and the area is thoroughly cleaned after use. This ensures the risk of cross infection is minimal.

Children enjoy a good range of well-planned physical activities, which contribute to their good health and well-being. They show enthusiasm and are eager to access to the outdoor equipment. For example, climbing frames provide the opportunity for climbing, crawling and taking turns. They enjoy riding cooperation toys, such as bikes and trolleys, which provide opportunities for children to learn about negotiating space and obstacles successfully. This contributes to the development of their gross motor skills. Staff make use of action songs and simple ring games, which help children to gain confidence and use their bodies in different ways.

Children are beginning to understand the importance of a healthy diet. They enjoy a range of nutritious snacks and meals, which develops their awareness of health eating. They know eating healthy food makes you grow and have big muscles. They are encouraged to make informed choices, for example, they are asked 'would you like apple, grape or an orange?' Weekly menus are displayed for parents and they receive daily written information regarding their children's food and fluid intake. Children have free access to fresh drinking water. They are able to decide for themselves when they require more drinks, particularly after physical activity. This helps children learn about their own personal needs. There are good systems in place, which ensure staff work effectively with parents to successfully meet children's dietary needs and sleeping routines.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in secure premises and good security systems ensure access to the premises is carefully monitored. Children are well supervised and cared for by vigilant staff. Risk assessments are used on daily basis to ensure all areas remain safe and are free from potential hazards. This ensures children can move around freely, independently and safely. Fire evacuation plans are clearly displayed and staff have a good understanding of the procedures. These are routinely practised and shared with children. Staff help children to learn about their

own safety and that of others. For example, when riding wheeled toys they are reminded they are the driver and must remember to look where they are going. They are given clear and simple explanations of the consequences of their actions. Children receive consistent praise for following simple safety rules such as, good walking and good sitting.

Staff are highly skilled in allowing a good balance between freedom and safe limits. For example, younger children develop confidence to walk up the steps of the slide or are shown how to climb in the car safely. Staff stay close by, hold their hands to begin with and reassure them, saying 'well done'. Children take great delight in their achievements and quickly try to repeat the task. This results in children learning some sense of danger and an understanding of how to keep themselves safe whilst being supervised by a caring adult.

Children have access to a very good range of play resources, which are age appropriate and promote children's development. Resources are well maintained, of good quality and conform to the required safety standards. They are stored at child height and are easily accessible. This provides children with the opportunity to make informed choices about their play.

Staff have a good understanding of the child protection procedures. They recognise indicators of abuse and have access to regular child protection training. They make good use of effective support networks and an accurate recording systems ensure children are positively safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Babies are cared for in a warm, caring and relaxed environment. Staff have developed affectionate and friendly relationships with the children. For example, children respond with smiles and enjoy close physical contact. This helps children to develop meaningful relationships. They are given lots of cuddles and respond to positive adult interaction. They sing songs, clapping their hands and dance to music. This helps promote early communication skills. They are well supervised by vigilant staff and are able to explore the environment freely and safely. This helps children to feel safe and secure. Staff have a good understanding of the 'Birth to three matters' framework and use the components to plan for children's learning. Staff sit with children on the floor, join in their play and talk about what they are doing. They respond warmly to babies' actions, expressions and gestures. For example, staff echo sounds made by a young children when looking at books and naming familiar objects. This helps children to become skilful communicators and learn that words have meaning.

Children aged two to three years old arrive at the setting happy and relaxed. They receive a warm welcome and are eager to play and explore the environment. They interact well with staff and their peer group, which helps to foster children's sense of trust and confidence. Children access a good and varied range of activities, which promotes all areas of their development successfully. For example, children playing in dry sand and using a variety of textured rolling pins and shapes are encouraged to explore and investigate. Staff use open-ended questions, for example, 'Does the sand feel rough or smooth?' and 'If we add some water to the sand do you think it will change colour?' This helps children to become confident learners. Children's work is displayed around the room and they are able to recognise their own work. For example,

children are able to identify their own pictures and talk about their drawings. This results in developing children's self-esteem and sense of pride in their achievements.

Snack time is a happy social occasion for the group. Children are eager to join in and interact with each other and staff. They are encouraged to use appropriate social skills, for example, saying

'please' and 'thank you', however, children are not involved in the preparation and delivery of snack. This does not promote children's self help skills and independence.

Nursery Education

The quality of teaching and learning is good. Staff have good knowledge and understanding of the early learning goals and use this to provide a broad and balanced curriculum across the six areas of learning. This ensures children progress well through the stepping stones. Staff interact well and support children in a way that positively affects their learning. They make good use of assessment systems, such as observations and photographs to evaluate the aims and objectives of children's learning. This is used effectively to plan for the next steps in their learning. Staff interact well and support children to grow and develop positively. They use open-ended questions effectively to challenge children's thinking to find out what the children know, understand and can do. For example, children observed leopard geckos brought in by a member of staff. Children asked 'why is the light on in the tank?' The member of staff informed the children the tank is called a vivarium. It begins with a 'v' sound and the light helps to keep the gecko's warm. This helps to extend children's vocabulary and develops their curiosity. Children were praised for asking good questions. They are learning to link sounds and letters and understand the meaning of print through signs displayed in the nursery. They have access to a good range of mark making materials and use them successfully. However, they have few opportunities to write letter shapes and use writing for a purpose.

Children are good communicators and speak confidently. They are able to express their own needs, for example, 'I need to go to the toilet.' They are developing good relationships and show care and concern for others, such as helping other children look for favourite toys. Children enjoy looking at books and listen to stories attentively. They confidently make their own choices or ask for specific stories to be read. This helps develop their listening and communication skills. Good use is made of stories to develop children's interest in maths. For example, children are beginning to understand the mathematical concept of the big bear, the medium bear and the small bear in the story of 'Goldilocks and the Three bears'. Children recognise numerals in the environment and are developing good awareness of space, shape and measure in a variety of freely-chosen activities. Children are encouraged to count and most children can count up to ten. However, opportunities to count and calculate number through daily activities are not always fully explored by staff.

Children show a strong sense of belonging as they greet each other on arrival. They are confident and assured to work and play independently or in small groups. Behaviour is good. They listen carefully to simple instructions and receive positive praise and encouragement for their achievements. They show an interest in a good range of purposeful, first hand activities and respond well to challenge. Children positively enjoy opportunities to explore a good variety of

different creative mediums. For example, they have opportunity to mix their own paint, and access play dough, sand and water.

Children welcome the opportunity for physical play. They enjoy developing their large motor skills through a range of planned activities. They ride bikes, scooters and cars with confidence. Games, such as skittles, are used to develop their hand and eye coordination and concentration. They have fun with mini obstacle courses, for example, climbing through tunnels, rolling small hoops, and throwing and catching balls.

Helping children make a positive contribution

The provision is good.

Children are very happy and content and are showing a strong sense of belonging. They receive an individual greeting from friendly, familiar staff and are eager to play and explore the environment. They are familiar with daily routines and form good relationships with each other and staff. For example, they know when to tidy toys away and get ready for snack. Children are listened to attentively by warm caring staff. This helps children to feel good about themselves because staff know them well and show that they are interested in what they do and say. This results in children being independent and feeling safe and secure, through which they develop self-confidence, a belief in themselves and healthy self-esteem. Effective settling in procedures help children make the transition from home to the setting with ease and confidence. Procedures are flexible and based on children's individual needs. Staff are skilled in ensuring children's distress is minimal, for example, staff blow bubbles to help create a calm and soothing environment.

Babies receive lots of cuddles and bond well with their key worker. They are cared for by consistent staff and offer a good level of continuity of care. This helps children to feel safe and secure. Staff have taken time to get know their routines and have worked in partnership with parents. For example, staff know when babies are ready for nap, their comforters and how they rest well. This ensures children's individual needs are met and their routines link with home. Staff make good use of opportunities for younger children to meet socially with older children. They join together at appropriate times of the day, such as lunch time, and participate in regular outings to the local market and library. This helps children to feel part of a wider family and helps children to play together harmoniously.

Children have developed good relationships with staff and their peer groups. They interact well and are confident to express their own needs. Children are well behaved. There is a consistent approach to the management of children's behaviour. Effective systems and good role models ensure children have a clear understanding of the guidelines for acceptable behaviour within the setting and how their behaviour affects others. This helps children to take responsibility for their own actions. They are encouraged to share, be kind and listen to each other. Staff praise children for their kindness and achieving set tasks. They are rewarded with smiley faces and achievement stickers. This helps children to learn right from wrong in a warm and secure environment.

Children have good opportunities to learn about themselves and the world around them through varied, well-planned activities and a very good range of quality resources. Staff make good use

a of life size persona doll. The doll is introduced to the children as a new member of the group. She has a fictitious birth certificate, family background, place of birth and cultural festivals linked to her nationality. Children are encouraged to care for the doll, use world maps and references books to find information about her place of birth and to celebrate festivals. This approach ensures children's spiritual, moral, social and cultural development is fostered. Children benefit from a totally inclusive environment where all children are valued and included. Staff work with parents and relevant professionals to ensure all children, including those with learning difficulties or disabilities, are respected and their individual needs successfully met.

Effective communication systems ensure parents and staff work together to promote children's care, well-being and development. Parents of children under three receive a verbal and written feedback about their child's day and achievements. They feel a strong sense of partnership and welcome the approachable attitude and interest from staff.

The partnership with parents and carers is good. There is a positive relationship with parents of children who receive nursery education. They feel confident to share their concerns, seek advice and are kept well informed of their children's progression and achievements. They have clear information with regard to curriculum planning and the use of children's assessments records to ensure children make good progress towards the early learning goals.

Organisation

The organisation is good.

Senior management and staff demonstrate a good knowledge and understanding of the National Standards and their ability to meet them. There are rigorous procedures in place, to ensure staff are suitably qualified and vetted to care for children. There is a strong commitment to training and staff are encouraged to make positive use of opportunities to further their development. They have good knowledge of the setting's policies and procedures through a well planned induction programme. This ensures all policies and procedures are clearly understood and implemented successfully to provide good outcomes for children.

Good organisation of space and play resources allow children to play safely and make independent choices, with time for free choice of play. Staff have a clear understanding of their roles and responsibilities and child to adult ratios are exceeded; this provides children with a good level of care. Staff are knowledgeable about child development and make good use of early years guidance, such as the 'Birth to three matters' framework and the 'Curriculum guidance for the foundation stage', to provide good quality care and education. Children receive positive, adult support from a staff team who work well together to provide a warm, friendly and stimulating environment.

All documentation is in place and stored securely to maintain confidentiality. A comprehensive range of policies and procedures are used effectively as a working tool. These support the efficient and safe management of the setting and promote the welfare, care and learning of children.

Leadership and management of the educational provision are good. There is a strong and established team, who are well organised and work well together. Staff appraisal, reviews and

the opportunity for regular professional development contribute to the good level of care and education for children. The manager works effectively alongside staff to monitor their work practice and offer advice and support. They meet on a regular basis to discuss the children's progress and plan for the next stage of children's learning. There is a strong commitment to continuous improvement, reflected in the co-operative working with other professionals, such as the early years' teacher. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide children with the opportunity to develop their independence at snack and meal times.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide regular opportunities for children to develop their skills in counting, addition and subtracting through practical activities
- provide regular opportunities for children to develop their writing skills, promoting understanding that print carries meaning.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk