

# Bright Sparks Day Nursery @ Penwortham

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341672
<b>Inspection date</b>	27 March 2007
<b>Inspector</b>	Mary Wignall
<b>Setting Address</b>	4 New Lane, Penwortham, Preston, Lancashire, PR1 9JE
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<b>Registered person</b>	Lynn Donnelly
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Bright Sparks Day Nursery @ Penwortham opened in 2006. There has previously been a nursery on the site. It has been owned and managed by the current registered person since 2006. It operates from a single story building in Preston. It is privately owned and is one of two nurseries owned by the registered person locally. A maximum of 37 children may attend at any one time. The service is open each week day, 51 weeks of the year, from 07.30 until 18.00. Children are cared for in three designated rooms. There are outdoor play areas. The children are cared for by a staff team of nine, eight of whom are qualified to Level 3 and one to Level 2. There are currently 52 children on roll, 24 of whom receive education funding. The nursery currently supports children with either learning difficulties or disabilities and English as an additional language.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

The practitioners have a good knowledge of the setting's procedures and policies as health and safety are included in their induction and time is given for them to familiarise themselves with the procedures. The setting benefits from regular visits from the Environment Health Officer and uses notices and meetings to remind the practitioners to follow good hygiene routines. As a result the practitioners follow good hygiene routines. For example, practitioners use aprons when changing nappies and dispose of the nappies appropriately.

Children are protected sufficiently from infection as the practitioners follow sound procedures to check rooms and equipment to make sure they are clean and suitable for the children to use. They make sure toys are regularly cleaned and sterilised by following structured cleaning routines for the premises, toys and equipment. For instance, toys are cleaned on an ongoing basis in addition to regular planned cleaning sessions. The cleaning rota for the practitioners clearly identifies all areas to be cleaned, such as skirting boards and shelves. The cleaning routines are generally efficient, though less so in the preschool room. Parts of the nappy change room are less well maintained making the cleaning routines less effective.

The children learn simple good hygiene procedures by the practitioners' good example. For instance, they see them washing their hands, wiping tables and equipment and encouraging the children to wash their hands. The children know to put their hands over their mouths when coughing. The children follow the practitioners' instructions and automatically use soap when washing their hands. The practitioners offer some explanations to the children at times to increase their understanding of simple health and hygiene practices. The children do not have easy access to tissues to wipe their noses. The practitioners do though, at times, have to leave the room or area to get them. As a result the children often have runny noses. The practitioners wipe their noses for them with little or no explanation which does not promote their understanding.

The children are well nourished. The practitioners work well with the parents to meet the children's individual needs. Relevant information is obtained from parents about the children's dietary needs and this is respected by the practitioners. Most of the practitioners have food safety certificates which sets a good standard in the preparation and presentation of food for the children. The children learn about healthy eating as the setting has recently changed their menus to include at least three portions of fruit and vegetables. The children have all tried and enjoyed new foods with good encouragement from the practitioners. Babies feed independently from an early age exploring finger foods in their highchair and using feeder cups.

The children benefit from regular planned physical activities both indoors and outdoors. The babies and younger children have their own outdoor play area which is currently being refurbished to maximise their enjoyment and use of the outdoor area.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The practitioners make children and parents welcome by greeting them on entry. The premises has two entrances, one for the baby room and another for the older children. The parents know which ones to use, although, these are not marked for visitors, resulting in some visitors

disturbing the children and practitioners. The premises has benefited from much refurbishment since its recent registration with the current registered person. Further refurbishment of the premises to carry out further maintenance work is planned to repair decorations and provide more privacy for the children using the bathroom. The children are grouped well with three rooms for different age groups of children. Each of the rooms has been divided into clearly defined areas for different activities. The children have easy access to comfy areas and a good range of toys. Most of the toys and equipment are suitable and in good condition, although, some are well worn and the computer table is not child sized. The baby room makes good use of everyday items which the children enjoy playing with. For instance, the children play safely with pans and wooden spoons. Most of the rooms offer the children good freedom of movement, although the layout and day to day activities for the children in the preschool room has less space. The routines and structure of the day for the older children means that the children and practitioners are careful in tidying after each activity and making sure chairs are set under the table when finished with. The children respond positively negotiating the space well.

The practitioners have a good knowledge of the setting's policies and procedures which they implement well. Risk assessments have been conducted following advice from a professional organisation. Relevant documentation required to safeguard children are in place and available for inspection. The practitioners have access to a health and safety file which has clear information and details of building's safety. For instance, it has policies and procedures, safety certificates for fire safety equipment, electrical appliances and gas connections. This demonstrates a sound understanding and a firm commitment to promoting children's safety.

The practitioners have a sound understanding of child protection issues. They all receive training and have access to resource materials for reference. The policy includes any allegations made against staff though details of procedures to be followed are very brief. The policy is very clear about the practitioners' responsibility to refer any concerns and has relevant contact details for ease of reference. The policy is not shared sufficiently with the parents.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are confident. They are able to use their initiative due to the good planning of resources. For example, they choose their own activities from those set out well by the practitioners. The practitioners encourage the children to try new activities in a safe and supportive environment. The babies are helped to walk, or are shown what is out for them that day. They can easily see and reach toys independently to become familiar and confident with. The older children are encouraged to take part in adult and children led activities. For instance, the children can develop their own games with those set out or can choose to take part in the planned activities with the practitioners. For instance, they make cards, practice their numbers, sing songs or listen to stories. The children can see what is available and move with confidence making choices about their activities. They enjoy a broad range of well planned activities based on 'Birth to three matters' framework and the Foundation Stage. They follow themed plans, such as colours or seasons and adapt play materials to reinforce the children's experience. For instance, the children play with green sand, water or glitter foam. The practitioners are beginning to develop effective procedures to inform the parents of their children's development based on the 'Birth to three matters' framework.

The children relate to each other well sharing ideas and exploring the toys and equipment. For example, they chat to each other as they sit and wait for their meals. They join in imaginative play with the cars and helicopters talking to each other about the sounds they make. The

children are fully involved in their activities. They join in with enthusiasm in the action songs. They are engrossed in play outside as they take turns using the water with brushes and bottles or develop their own imaginative action game running and acting out different roles.

## Nursery Education

The quality of teaching and children's learning is satisfactory. The practitioners have a sound understanding of the Foundation Stage. The planning of children's learning is clearly linked to stepping stones. The learning environment is planned to provide a broad and balanced range of activities and experiences for the children. The practitioners demonstrate a good knowledge of the children. They explain that they generally plan for the children's different abilities and interests, although, this is not always reflected clearly in the planning of children's learning. Focussed activities have clear plans with clearly identified learning intentions and evaluations are clearly linked to the learning outcomes. Learning intentions for the daily activities are less clear. The practitioners have a sound knowledge of observing and assessing children's achievement, although these do not always effectively inform the short term plans. Short term plans remain general for all children and are not adjusted to take account of the children's interests or needs.

The practitioners are enthusiastic in implementing recent changes to how they record their observations of the children and how they exchange information to parents. They have a strong commitment to improve their service to children and parents. The practitioners generally work closely together. They manage their time and resources well working within the available space to offer the children a broad range and a choice of activities. They have suitable arrangements in place to support children with either learning difficulties or disabilities and are developing systems to increase parents involvement with their children's learning.

The children have good relationships and generally behave well, which enables them to play and learn effectively. They are confident and have positive attitudes. For instance, children ask 'can I help with the story?'. The children play well with sufficient levels of independence. They are confident and seek out the practitioners to show them things. For instance, the spider they have made with the bricks. The children learn good manners from the practitioners' good example, as they gently remind the children to use phrases, such as 'please' and 'thank you'.

Children speak with increasing confidence. The practitioners plan activities to help them develop their confidence. The children tell a favourite toy, Bramble Bunny, their news, to share with the rest of the group. Most children listen with interest. The children gain valuable practice in thinking and speaking as the practitioners ask questions for the children to expand on. The children have regular opportunities to see printed or written words around the setting increasing their understanding of language and writing. The children are beginning to recognise their written names as the practitioners plan for them to see them regularly throughout the session. The practitioners extend this in planned activities for children to recognise and link the sounds and letters. The children generally enjoy listening to stories. The practitioners read with expression and involve the children in the story. For instance, some children may hold the book while others are asked for their views on what may happen next.

Children have a developing interest in numbers and shape. Planned activities give the children sufficient opportunities to count and see numbers. The practitioners help the children recognise the numbers as they hold up cards and count on their fingers. The children join in action rhymes and songs involving numbers and counting. The children can see displays of numbers around the room to help reinforce and consolidate their learning.

The children independently access the computer playing confidently and gaining good mouse control. They have access to a range of computer games which they enjoy. They explain to each other what they have to do, laughing and having fun as the screen changes. The practitioners plan activities for the children to develop their design and assembling skills. The children are shown how to use the scissors correctly and given time to practice as they make Easter cards. The practitioners ask probing questions to extend and promote the children's development. For instance, they ask if they have enough paper to cover their egg with. The children learn about time with the daily routines. They are familiar with the setting's routines and can anticipate when snack or lunchtime is. The practitioners reinforce their understanding by talking to the children about what is going to happen next and about previous activities they have enjoyed.

Children are encouraged to be creative in a sufficient range of activities planned by the practitioners. Time is allowed for them to develop own ideas and to play independently. They have ready access to and use a range of resources promoting their creative development. For instance, the children play in the role play area developing their own games and adopting their own roles. They make imaginary meals using the oven gloves to protect them from the imaginary hot oven. The children's creative work is displayed around the nursery at various heights for the children to be able to see and enjoy. They join in the songs with enthusiasm and move imaginatively to music in planned activities. The children are confident exploring different media and materials. They mix water with the soil to create new textures or watch intently as they pour water down the water wheels.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children are valued as the practitioners implement sound policies regarding anti-discriminatory practices. They include all children by speaking to them with respect and offering choices of activities for the children to decide what to do. Children benefit from activities and resources which help them value diversity. For instance, children are provided with opportunities to experience cultural and religious diversity in planned activities which promote this. They play with resources which have positive images of diversity increasing their knowledge and understanding of the world.

Children generally behave well. The practitioners talk to the children about sharing and taking turns increasing their understanding of responsible behaviour and enabling all children to contribute to the activities. This fosters children's spiritual, moral, social and cultural development. The practitioners use appropriate methods, such as talking to the children, distracting unwanted behaviour, or involving them in alternative activities. The practitioners remain calm and consistent to encourage good behaviour.

The practitioners are well aware that some children may have either learning difficulties or disabilities. There are clear procedures implemented to ensure that children are effectively supported. The nursery has two practitioners trained and acting as coordinators and has good links with local agencies to meet the children's needs.

Parents are provided with information about the setting. Each receives a brochure with useful and relevant information. The nursery has recently developed new ways of exchanging information about individual children's activities and progress in relation to the 'Birth to three matters' framework and the Foundation Stage. There are two main notice board displays for the parents, at each of the entrances. One of the displays has copies of some policies and procedures, for instance, the complaints policy and the behaviour management policy. The

parents are informed of their access to other policies and procedures, although, these are not detailed to provide effective information.

Partnership with parents and carers is satisfactory. Parents receive sufficient information about the Foundation Stage and have access to displays about the children's planned activities and their work. Parents are invited to transfer meetings when their children move into the pre school room. This enables the practitioners to give more information about the children's activities and the educational programme. There is an established verbal exchange of information with parents, about their children's progress. The parents chat comfortably to the practitioners as they deliver or collect their children. New procedures have recently been introduced to exchange written information each term of the children's progress in the Foundation Stage, based on their observations and assessments. The new system invites parents to comment, providing valuable information to the practitioners. The practitioners work hard to make parents feel welcome and comfortable. They are committed to implement the new systems and to increase the parents' involvement in their children's learning.

### **Organisation**

The organisation is satisfactory.

Sufficient recruitment and vetting procedures and a commitment to ongoing professional development ensures the children are well protected and cared for by staff with a good knowledge of the National Standards and child development. There is a full induction for the staff as a result they understand the setting's aims and policies and work sufficiently well as a team to ensure the children's well-being. The practitioners work hard to provide a stimulating environment and to cooperate and implement recent changes in their practice and premises. The adult to child ratios positively supports the children's care learning and play. The majority of the practitioners hold a relevant qualification which means the children are cared for by well trained and knowledgeable staff. Policies and procedures generally work in practice to promote the children's health and safety. Most documentation is readily available to parents.

Leadership and management is satisfactory. The setting has an ongoing commitment to training, resulting in more than the minimum number of staff having a relevant qualification and training in food safety and first aid. There are sound systems to support and develop the staff. The manager offers sufficient support to the practitioners in delivering the Foundation Stage. They provide cover to enable preschool staff to have time away from the children to plan appropriately, although short term plans are not fully effective. The setting demonstrates a commitment to improvement. Recently changes to improve the nursery education for the children have been introduced which the practitioners are committed to implementing effectively. The practitioners cooperate with the planned changes, keen to talk about the procedures and practices and to try new ideas.

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

Ofsted received concerns relating to National Standard 2, Organisation, and National Standard 6, Safety. An Ofsted Early Years Childcare inspector visited the provision. Actions were raised and satisfactorily met by the registered provider.

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are satisfactory.

## 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):

- increase children's understanding of simple good hygiene practices
- share child protection policies with parents.

### 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):

- use your observations of the children to adjust short term plans to take account of individual children's interests and needs.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)