



## Bright Sparks

Inspection report for early years provision

**Unique Reference Number** EY293741  
**Inspection date** 16 May 2005  
**Inspector** Beth Kingsland

**Setting Address** Warden House Primary School, Birdwood Avenue, Deal, Kent, CT14 9SF  
**Telephone number** 07967 640 341  
**E-mail**  
**Registered person** Bright Sparks Child Care 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*

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## 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 Childcare Centre opened in its new premise in 2004. It operates from one large room within a modular building, in the grounds of Warden House Primary School in Deal, Kent. The setting serves the local area and surrounding villages.

There are currently 61 children from 2 to under 5 years on roll. This includes funded three and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs.

The group opens five days a week throughout the year. Sessions are from 08.00 until 18.00.

There are nine staff who work with the children on a rota basis, six of whom hold appropriate early years qualifications. There are two members of staff currently working towards a recognised early years qualification.

The setting receives support from a qualified teacher from the Early Years Development and Childcare Partnership. The setting works closely alongside the school and in partnership with reception teachers from Warden House Primary School.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children are aware of the importance of their own personal hygiene procedures and take responsibility for washing and drying their hands throughout the session. For example, when the children were visited by a guinea pig and rabbit they discussed together the need to, 'make their hands clean'. Clear procedures have been developed for nappy changing that afford children their privacy and dignity, for example children are changed within the disabled toilets away from the view of others.

Children are generally provided with a healthy diet. Snack times have been organised to allow children to independently choose from a selection of foods, including fruit and vegetables. Children are offered drinks throughout the day and able children are beginning to help themselves to the available water. Although the available food meets the needs of the individual children, staff have not taken appropriate steps to ensure that children with allergies are fully protected. For example, clear records of children's individual needs are not kept and not all staff are aware of allergies and the procedures to follow in the event of an allergic reaction.

Children take part in a broad range of physical play activities, both inside the setting and within the outside play area, all of which contribute to children's good health. Children confidently access the broad range of equipment and show confidence within their own body movements. The children exhibit a very positive attitude towards exercise and show delight in the activities they experience.

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

The provision is satisfactory.

Children are protected from possible danger through an organised and easy accessible environment. Clear procedures have been developed to ensure children remain safe, for example, regular completion of emergency evacuation and clear procedures for the many outings the children attend.

Children are able to select from a safe range of equipment, which is regularly checked through a comprehensive risk assessment programme. Particular emphasis has been placed on ensuring that children can move freely from the inside to the outside play area. Children are encouraged to take responsibility for their safety within the centre, for example tucking chairs under the table and placing equipment away after they have finished playing.

The children's welfare is not safeguarded with regard to protecting them from possible child protection issues. There are inconsistent procedures in place and staff are generally unaware of their responsibilities.

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

The provision is satisfactory.

Children are confident, enthusiastic and eager to participate within the activities provided for them.

The younger children are beginning to forge new relationships together and were observed joining in with group games and suggesting ideas for imaginative play. Children respond well to the centre's environment, moving freely from the inside to the outside play-area. Children communicate well together, sharing ideas through play and responding to staff's open ended questions. For example, a group of three-year-old children helped each other to construct a balancing beam, discussing together, how it could best be formed. Although children participate freely, activities are not effectively planned in order for younger children to fully express and represent their own ideas and feelings. For example, all the provided activities are not adapted to meet the differing needs and abilities of the children with some being removed before children have finished playing. Although staff are aware of the Birth to three matters framework, activities have not been adapted to incorporate its use.

### **Nursery education**

The quality of teaching and children's learning is satisfactory. The staff have a satisfactory knowledge of the Foundation Stage which supports children's sound progress through the stepping stones. Good relationships have been developed, resulting in well settled and confident children. A new system for assessment and planning has recently been introduced and individual members of staff take responsibility for planning activities within a chosen theme. Although staff have begun to assess children within activities, they do not always make effective use of their observations to plan for the next steps in children's learning. This results in activities not always providing children with appropriate challenge, for example, a painting activity limited children's creative imagination as staff directed the activity and made suggestions as how the children's work could best be completed.

Children show a clear understanding of their daily routine and settle quickly to activities provided. They show appropriate levels of concentration as they initiate tasks and play happily within the role-play area. They show increasing vocabulary as they discuss ideas for activities and share ideas during large discussion activities. Although a large selection of activities are available, children do not generally

self-select, choosing instead, to play with the activities made available to them or ask staff to select for them. This restricts opportunities for children to use their initiative and take control of their own learning.

The children experience a balanced programme of activities that allow them to learn about their local environment and the wider world, for example, meeting members from the community, such as fire men and road safety officers. They freely select books, and listen with interest to stories read to them by staff. The children count freely throughout the session and are beginning to solve simple mathematical problems, for example, counting how many cans of water they had used to water the centre's plants. Although children are beginning to explore a range of materials and experiences, the lack of detailed planning and management of the environment restricts opportunities for children to explore, express and communicate their ideas through a widening range of media.

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

The provision is satisfactory.

Children represent a wide spectrum of the community. They behave well, are aware of set boundaries and adhere to the rules of the centre. Children respond well to each other, understand about turn taking and actively help and support one another throughout the day. They receive appropriate opportunities to select from equipment that represents positive images of other cultures and traditions. Through these, children learn about the local community and wider world. The positive approach fosters children's spiritual, moral, social and cultural development.

The setting supports children with special needs and they are fully incorporated into the centre. However, although children experience a wide selection of experiences, these are not fully adapted to meet the individual needs of all abilities.

The partnership with parents and carers is good. Children's needs are further supported with the clear partnership staff have developed with parents. Parents are warmly welcomed into the centre and encouraged to stay and settle their children; this leads to an easy transition that benefits children's development. Regular informal meetings between staff and parents and carers ensure that parents are fully informed about children's progress and attainment. Parents receive information about activities, which allow them to contribute to children's learning and continued development at home.

### **Organisation**

The organisation is satisfactory.

Overall the provision meets the needs of the range of children for whom it provides care.

The leadership and management of the centre is satisfactory. The centre is led by a positive and enthusiastic leader, who knows her staff, children, parents and carers

well. This has a positive impact on development. Methods for keeping regulatory documentation, and policies and procedures, are satisfactory and are acceptable in developing sound systems for the efficient and safe management of the provision. Clear training programmes mean that children are supported by friendly and reliable staff, who have a balanced knowledge of the Curriculum Guidance for the Foundation Stage and the 14 day care standards.

The centre is generally organised appropriately. Systems for monitoring are adequate. However, clear procedures have not been established to identify ways to improve teaching that ensures staff work effectively together to develop a consistent policy for children's play.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are no complaints to report since registration.

## **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 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):

- develop a consistent policy for recording children's allergies and ensure they are known by staff
- develop staff's knowledge of child protection issues to ensure children are well protected
- ensure all children take part in an appropriate range of activities that allow them to explore, investigate and use their imaginations.

### **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):

- introduce appropriate systems to monitor the quality of teaching to ensure all staff implement a consistent approach for children's learning
- make effective use of assessment to inform the planning of activities to ensure all children, including those with special needs, make consistent progress within all areas of learning.

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