

Bright Sparks Day Nursery

Inspection report for early years provision

Unique Reference Number	EY279775
Inspection date	14 June 2007
Inspector	Linda Close
Setting Address	Richard Challoner School, Manor Drive North, New Malden, Surrey, KT3 5PE
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Registered person	Helen Elliott
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 satisfactory. 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 opened in April 2004. It operates from four rooms in a purpose-built modular building in the grounds of Richard Challoner Secondary School in Malden Manor. The premises includes an office, staff rooms and a kitchen. The local authority is the London Borough of Kingston-upon-Thames. The nursery is privately owned and is independent of the school. It is located close to a local park, shops, bus and train services. There is an enclosed outdoor play area at the setting.

The nursery is open every weekday from 08:00 to 18:00 throughout the year closing only for Bank Holidays. There are currently 70 children on roll. This includes 21 three and four-year-olds who are in receipt of Nursery Education Grant. The setting welcomes children with learning difficulties although there are none on roll at present. A small number of children attend who speak English as an additional language or who hear other languages spoken at home.

One part time and seven full time staff work with the children. More than half of the staff have relevant qualifications in childcare and early years education.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Several members of staff have attended relevant first aid training. There is always at least one first aider on site which contributes to children's safety. Babies and toddlers have their hands washed after using the potty or after nappy changes which helps them to learn good standards of personal hygiene from an early age. Staff conscientiously follow the nursery procedure for nappy changes and they ensure that children are kept clean and comfortable. Table tops are thoroughly cleaned before snacks and meals are served in all rooms. However, cleaning spray is sometimes used when children are close by which is a risk to their health.

Babies are offered organic foods and all children enjoy tasty snacks and nourishing meals that are planned with care and freshly made on the premises. The cook ensures that all children are offered five portions of fruit and vegetables every day which is beneficial to their health. Children are only given foods that parents approve of and in discussion the room staff show that they are very well informed about children's individual dietary needs. However, the written information on display about allergies and special requirements is not completely up to date.

Children enjoy healthy exercise in the outdoor area every day. They play ball games and make good use of climbing equipment. A visiting specialist teacher leads the older groups in energetic games every week. Staff arrange furniture indoors so that children can still enjoy games indoors in wet weather.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Parents are warmly welcomed into the nursery. Each child is greeted by name and staff talk with them pleasantly to help them to settle into the group. Each child's settling in period is adjusted to meet their individual needs which helps them to gain confidence and lessens their distress when parting from their parents. Staff call parents to return if new children are unduly upset. The nursery rooms are made attractive for the children with displays of their art work, photographs and posters. Level access to the setting together with the ground floor level of all nursery rooms ensures that the nursery is accessible to all who wish to use it.

Children in all age groups have ample good quality equipment and a wide range of toys. Children's toys and resources are regularly assessed by all staff working together as part of the setting's valuable work towards accreditation with a quality assurance scheme. The nursery rooms provide sufficient space for all children although visiting children, and the extra staff who care for them, occasionally cause overcrowding. Risk assessments are carried out in all areas of the nursery on a regular basis and most hazards are recognised and either removed or minimised successfully. However, a few members of staff wear socks on laminated floor coverings which risks accidents. Air conditioners keep the rooms at a cool, pleasant temperature although a breakdown in one room led to a free standing fan being used during the inspection. Although the children cannot access the moving parts of the fan there is a risk that they can push or pull it over.

Children are safeguarded in relation to child protection issues because the staff are well informed. They know what signs or symptoms suggest ill-treatment and they know they must share any concerns with the manager without delay.

Helping children achieve well and enjoy what they do

The provision is good.

Children in the baby room are making good progress because the staff who care for them are experienced and well informed about the Birth to three matters framework. They plan and provide worthwhile activities for the children. Babies are encouraged to feed themselves. They play in a calm environment where suitable toys are stored within their reach. They explore rattles and shakers and staff watch closely to see what they enjoy and what they need to do next to move on in their learning. Staff are sensitive to the individual care needs of each child. Children who need to rest are settled down to sleep while those who are full of energy are given opportunities to play. Older mobile babies move into the 'Tinies' room which is for one to two-year-olds where they have further well planned learning opportunities. Staff link planned activities to the Birth to three matters framework for children under three years old.

Children in the 'Tinies' room and in the 'Toddlers' room gain good communication skills because staff listen to them and talk to them to broaden their vocabulary. Children enjoy story time and take a keen interest in books. They choose from a good range of toys and enjoy their play. They become engrossed in play with a garage and roll their cars down a ramp with great enjoyment. Play at the workbench is a favourite and develops children's imagination as they use the toys tools and pretend to be 'Bob the Builder'. Staff provide materials such as porridge and water, sand or wet spaghetti for children to handle and explore. Children gain confidence through playing with toys in different rooms and through playing with other groups of children outside. Sharing their toys and play spaces helps them to move to the next group easily.

Nursery Education

The quality of teaching and learning is good. Children have many opportunities to make independent choices. Free-flow sessions enable children to make full use of both the indoor and the outdoor areas. Children are learning to be polite and thoughtful. They know they must take turns and share their toys and staff help them to consider the needs and feelings of others if they disagree. Staff are good role models. They speak clearly and pleasantly to the children at all times. Children gain self-esteem when they are warmly praised for helping to tidy up their toys and for helping to set the tables for lunch. Children are learning to be independent. They pour out their own milk and pass round plates of prepared fruit at snack time. However, this is not extended at meal times because all meals are served onto plates in the kitchen. Children enjoy a suitable range of celebrations over the year although the activities do not fully reflect the background of all members of the group.

Children easily find their own name cards at meal times and when they label their own paintings. Some children can also identify their friends' names. Valuable activities are planned to help children to recognise the letters of the alphabet by their shape and sound and they talk about letter sounds when they are writing. They are gaining good listening skills. They listen with interest to well told stories. Staff make good use of 'The Bad Tempered Ladybird' story to help children think about feelings and relationships. Children make marks with confidence at a well resourced writing table.

Children use their growing knowledge of numbers to count out the right number of forks and knives for lunch. They count aloud when discussing the date and how many children are present at circle time. However, there are few examples of numbers on display to support their learning. Children learn about shapes through exciting activities such as play with shaped ice cubes. They take part in many worthwhile sorting and matching activities. Staff provide good learning

opportunities for children through play. These include learning about quantity, length and volume in construction play, cooking and art and craft work.

Topic work, visitors and local walks are planned to help children to learn about the wider world. They are currently studying mini-beasts and take a keen interest in looking at insects through magnifying glasses. During the inspection children were observed making good use of a modern computer with suitable software. They use the computer mouse competently to control the programme although there is no record kept of which children use it the most or not at all. Consequently some children will not gain from having the computer and this may go unnoticed.

Children are gaining good levels of hand control from pouring their own drinks, mark making and play with construction toys. They fit things together firmly, hold their pencils well and manage threading activities with growing ease. Creative development is a strength in the setting. Children's work is displayed all around the room making it colourful and very attractive. Children gain self-esteem from seeing their pictures and models on display. Staff talk to them when they are painting pictures which encourages them to think about what they are doing and helps them to express their thoughts and ideas aloud. They enjoy dressing up and playing in the home corner where they prepare and serve imaginary meals to their friends.

Helping children make a positive contribution

The provision is satisfactory.

Children's individual needs are well known to the staff who keep files close to hand containing the care information given by parents at registration. In this way continuity of care for the children is supported well in the setting. Key workers and other staff working directly with the children, are fully informed about health issues although the written information is incomplete. Children develop a good attitude to others through play with books, toys and resources that show positive images of culture, ethnicity, gender and disability. Every child is valued, and in most respects their needs are met, although the staff are not fully informed of each child's cultural background and home language.

The setting has effective systems in place to support children with learning difficulties. Parents and staff share any concerns they may have and they work together to help the children make progress. Specialists are invited to visit the nursery to provide expert advice if required. Behaviour management is a strength in the nursery. Children are well behaved because staff set consistent boundaries and they help children to learn to be considerate towards others. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. The children each have a contact book which staff use to share information with parents concerning their care and learning. Ample information is made available about day to day affairs via informal discussions, newsletters and notices. Staff display their planning in each room so that parents can see what their children are going to do each day. This information enables them to support their child's learning at home. Parents are invited to meet with key workers twice a year and additionally they are able to see their child's records of progress at anytime.

Organisation

The organisation is satisfactory.

All members of staff are checked for their suitability to work with children at the time of their employment. Recruitment and induction procedures are appropriate. New staff are supported

by room leaders and the manager to enable them to gain familiarity with the routines and procedures in the nursery. Appraisals are held on a regular basis and the manager and staff together identify suitable training for professional development. Training courses assist the staff in identifying ways to develop their work with the children. The manager ensures that a correct ratio of staff to children is maintained. An effective system is in place for the manager to call upon bank staff if nursery workers are unexpectedly delayed or cannot attend. However, there are a few occasions when space for play is restricted because new children are visiting.

The manager and staff carry out risk assessments as part of their daily routine to keep the children safe. Most hazards are identified and minimized. All of the required records, policies and procedures are well documented and most are correctly maintained to assist staff in running the nursery smoothly.

Leadership and management is good in relation to nursery education. Staff working in the pre-school group are well informed about the Foundation Stage of children's learning. The manager monitors their planning and teaching. She is aware of the valuable activities that take place in this group and identifies ways to improve most areas of learning. She encourages her staff to weave learning opportunities into daily routines and play. The manager actively promotes team work in her nursery. She arranges useful activities for the staff working together which include visiting each room in turn during staff meetings to assess the available resources. The setting meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Two recommendations were made at the time of the last inspection. Staff agreed to develop the routine, the environment and opportunities for learning to provide a homely environment where children have opportunities to engage in meaningful conversations. From observation it is evident that the learning environment and activities give children good opportunities to talk to staff.

Staff agreed to ensure that good hygiene routines would be developed in relation to changing tables and to ensure that children cannot access rooms where hazardous materials are stored. Staff clean the changing mats and wear protective gloves that are disposed of after each nappy change. Children's health is protected in this way and staff ensure that they cannot access hazardous materials.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required either 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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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):

- ensure that cleaning sprays are not used when children are close by
- ensure that lists of children's allergies are regularly reviewed and updated
- conduct more thorough risk assessments in the Tinies room
- ensure that the children in the Tinies room have sufficient space to move around easily at all 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 more examples of numbers around the pre-school room
- track the children's use of the computer
- ensure that the home language and background of all of the children in the group is acknowledged in the programme of activities

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