

# Bright Sparks Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	147507
<b>Inspection date</b>	26 March 2008
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<b>Registered person</b>	Marina Economides
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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 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 Nursery is a privately run nursery. It opened in 1996 and operates from St John's United Reformed Church. A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 to 12:15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 22 children aged from two to under five years on roll. Of these 11 children receive funding for nursery education. Children come from the local community and beyond. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs three staff. All of the staff, including the manager hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children stay effectively healthy because the provider follows current and up to date environmental health and hygiene guidelines. For example, practitioners share the responsibility of completing a thorough risk assessment prior to the arrival of the children, all toys and play equipment are regularly cleaned and anti bacterial products used.

The nursery provides all necessary policies and procedures in place. For example, parents know to give written confirmation should their child require medication and a concise and thorough record of the administration of medicines is kept. Accident records and consent for emergency treatments are available ensuring the welfare of children is safeguarded.

Children have a secure understanding of simple good health and hygiene practices and competently complete them. For example, children automatically wash their hands after toileting and before eating. They know to cover their mouths when they sneeze or cough and use tissues appropriately. Children understand why they complete these tasks and enthusiastically do so. They respond well to routines such as snack time and personal hygiene. For example, they chatter excitedly as they choose where they want to sit and confidently pass around the fruits, encouraging each to choose the best piece.

Children are successfully nourished because practitioners prepare fresh fruits and warm toast for the children's snack time. Children self select from large plates of a variety of well presented fruits. They discuss their choices and the benefits of eating healthily. Children independently help themselves to water throughout the day identifying when they are thirsty and understanding their body's needs.

Children enjoy sufficient physical activity both indoors and outdoors. Indoors, opportunities for music and movement, parachutes and large mobile toys are provided. Outside, there are sufficient opportunities to develop their physical skills. For example, children energetically dig in the soil using trowels and metal spoons. They climb on large apparatus and move efficiently around the space on mobile play equipment. However, the outdoor area is uninspiring and surfaces not conducive to all weathers. Consequently children's experience is sometimes limited by slippery surfaces and opportunities to experiment with natural materials and sensory objects are few.

Practitioners all have a first aid certificate and have competent knowledge of what to do should an emergency take place consequently children's welfare is safeguarded.

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

The provision is good.

Children play in a secure, safe and welcoming environment. The hall and small focussed activity room is decorated with posters, children's creative work and information for parents. Space is well organised and used effectively to allow children opportunities to engage in a varied range of activities.

Children use a wide range of suitable and safe play equipment because the provider is diligent in providing good quality toys and resources. All equipment is risk assessed as it is placed in the cupboard and any broken equipment mended or replaced. Children effectively learn to keep

themselves safe such as holding scissors correctly and tidying toys away after they have been used. Visual reminders are presented on the walls and gentle verbal reminders offered by practitioners. For example, children sensibly collect their chairs and make a circle. They position them carefully next to each other and enthusiastically work together to make a near perfect circle.

Children are effectively protected because practitioners understand their role in child protection and are able to put appropriate procedures into practice. They are confident of signs and symptoms of possible harm and have all completed training in safeguarding children.

Good regard is given to fire safety and practitioners and children regularly practise the evacuation procedure. All children have the opportunity to complete the drill and a thorough risk assessment is taken in order to make any improvements necessary.

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

The provision is good.

Children are extremely well settled at the nursery. They confidently arrive and greet one another and practitioners. They independently access toys and play materials and play with real focus and interest in well chosen and challenging toys. For example, children eagerly move across to the home corner where they can access a well resourced office area. They play with computers, telephones and calculators. Children mark make as they jot down appointments in the desk diary and take messages from the telephone. In addition children eagerly wait their turn to join the practitioner who oversees a creative activity table. Children self select from vast trays of materials such as ribbons, strings, furs, papers and pens and decorate huge cardboard tubes. Children make their own decisions on what they have made and are delighted in their achievements.

Children develop confidence and self esteem as the practitioners offer plenty of encouragement and praise throughout the day. Practitioners have a confident and calm approach that offers the children a secure and firm foundation to play and learn. They are skilled in developing the children's curiosity and understanding by offering them plenty of open ended questions that extend the children's thinking.

Practitioners' warm interaction and good support helps build positive relationships, children confidently approach staff members and chat happily about what they are doing. An effective key worker system is in operation and practitioners have a good knowledge of children's individual needs. Lots of appropriate cuddles are evident, particularly for the new and younger children which help them feel secure.

### **Nursery Education**

The quality of teaching and learning is good. Practitioners have a competent knowledge and understanding of the Early Learning goals consequently they are able to produce effective curriculum planning for funded children. Individual children's starting points are established through closely working with parents to establish what children are able to achieve. Practitioners make observations while children are engaged in activities and this collectively with parents information forms the beginning of the children's profiles.

Appropriate challenges are then set for funded children in order that they move along the stepping stones. Practitioners use their observations to identify next steps for the children and assess how effectively these are working by the progress that the children make.

Children interact and talk with others, speak clearly and show awareness of the listener. For example children listen with interest as they discuss the life cycle of the caterpillar. They recall the hungry caterpillar and help each other remember how many foods that the caterpillar ate. They listen intently to the practitioner who anchors them in with an enthusiastic and animated recap of the story. Time is taken to allow the children to contribute with their own ideas and comments. Opportunities for the children to extend their vocabulary and explore the meaning and sound of words are ample. For example, children delight in guessing the long names of dinosaurs as they sound out the letter at the beginning of the word. They count the syllables and enjoy the sound and rhythms of the words 'Diplodocus' and 'Triceratops'.

Children use speech to organise and explore real and imagined experiences, ideas and feelings. For example, children are given the opportunity to explain about their models that they have individually made. Children offer words such as 'powerful' and 'gigantic' to describe their space ship. Children begin to link sounds to letters, naming and sounding letters of the alphabet. They enthusiastically play the sound game where phonics are used to link the letter with the sound of the word for example, 'Oscar the octopus is juggling with oranges'. Children confidently understand the sound and think of other words that sound the same.

Children can say and use number names in familiar contexts and count reliably up to ten or more. Children join together to count how many children are in the circle and calculate how many chairs that they will need. They enthusiastically sing 'five little speckled frogs' and subtract as each frog swims away. Children use language to describe and compare shape, position, size and quantity. They compare the growth of their plants and record on individual charts, allowing them to compare each plants progress. They use words such as, biggest, smallest, 'under over' and 'in and out' as they play with the water and sand play.

Children develop a competent sense of time, which is developed as they learn about their daily routine. Seasons, festivals and celebrations such as their birthday enable them to increase their understanding of time and the sequence of events during the year. They gain understanding about changes through topic work such as planting and cooking activities. For example, the children observe the differences in dry ingredients and wet ingredients and the change that takes place when combined. Children discuss changes in temperature, texture and colour when they make porridge.

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

The provision is good.

Children's individual needs are catered for well, as practitioners ensure that all children are treated with equal respect and their backgrounds are valued. They are able to use resources that positively reflect the children attending and the wider community. Children learn about diversity and the world around them through planned activities, such as celebrating Chinese New Year. The provision fosters children's spiritual, moral, social and cultural development.

Children behave very well on the whole. They understand responsible behaviour as practitioners act as good role models and reinforce the nursery's 'golden rules' with gentle reminders and visual aids on the wall. Children receive praise and encouragement and are encouraged to say 'sorry', for example if they are unkind to another child. This helps them recognise right from

wrong, and helps to build their self-esteem. They are eager to help tidy up their toys and enjoy helping by passing the fruit at snack time and placing their empty cups in the bowl.

The partnership with parents and carers of children who receive nursery education is good. Parents receive information verbally on an informal daily basis, through regular letters and notices on their allocated notice board. All parents receive their own individual policies and procedure document along with a prospectus at the admission stage. They are encouraged to get involved should they have any specific skill or simple help on the parents rota. In the past parents have completed cultural cookery with the children and organised creative art activities. The nursery encourages parents to come and see what the nursery and children are doing and the manager and practitioners are very welcoming. Parents receive a written report of their children's progress and consultations with their child's key worker are regularly organised.

## **Organisation**

The organisation is good.

Systems are in place to ensure that required checks are carried out on staff. Persons who have not been vetted do not have unsupervised access to children. Practitioners are well deployed and appropriate adult to child ratios are maintained. Staff receive induction training and appraisals that identify their training needs. This works well and appropriate training has been accessed and completed. All documentation, policies and procedures are in place.

The leadership and management of the group is good. The manager and staff team work extremely effectively together. They are committed to improvement in all aspects of the provision and have strived to develop their planning and assessment. All issues raised at the last inspection have been addressed so improvement across all areas are consistent. Practitioners have a good knowledge and understanding of the Foundation Stage principles therefore children have every opportunity in both organised activities and spontaneous learning to progress. The provision is proactive in evaluating its practice, which enhances opportunities for all children. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the provider was asked to keep a record of the details of all persons employed on the premises and to make sure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements. Comprehensive records of all staff are now kept up date and available for inspection purposes. In addition sufficient staff have the food and Hygiene certificate and have implemented the correct procedures for the team, when preparing and handling food. Children's welfare is maintained.

## **Complaints since the last inspection**

Since the last inspection 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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### 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):

- improve out door play environment so that adequate opportunities for children to explore and experiment confidently and imaginatively are provided (also applies to nursery education)

#### **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):

- make improvements as indicated in the Care section above

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)