

# Bright Sparks Day Nursery

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 223198  |
| <b>Inspection date</b>         | 18 March 2008                                     |
| <b>Inspector</b>               | Alison Edwards                                    |
| <b>Setting Address</b>         | 31 Hurst Road, Hinckley, Leicestershire, LE10 1AB |
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| <b>Registered person</b>       | Ashok Kumar Shinh and Kiran Gian Shinh            |
| <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 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 1995. It operates from a converted detached house on a residential road near the centre of Hinckley in southwest Leicestershire. It is privately run by joint proprietors who own two further nurseries within Leicestershire. The nursery is registered to offer full day care to a maximum of 24 children aged under eight years. It provides nursery education to funded three- and four-year-olds. The nursery opens between 08:00 and 17:30 from Monday to Friday throughout the year. Children attend a variety of sessions.

Children are based in three playrooms on the ground and lower ground floor, with an additional room for activities such as painting and sand play. Kitchen and children's cloakroom facilities are provided on the ground floor, with office, staff room and storage facilities available on the first floor. There is an enclosed rear garden for outdoor play. There are currently 39 children on roll including 11 funded children.

Excluding the proprietors there are currently seven regular childcare staff. Of these, five hold relevant qualifications at level three or above, with a sixth holding a level two qualification.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is satisfactory.

Sound arrangements are in place to help staff manage children's individual health, care and dietary needs appropriately. For example, methodical records are kept of children's personal, health and contact details, and several staff have attended training on the administration of adrenaline enabling them to manage any incidents of anaphylaxis in children's best interests. A rolling programme of training ensures that most staff hold a current paediatric first aid qualification, and information on any accidents is shared with parents. This helps to ensure children's best interests are met in the event of any injuries.

Children are cared for in a converted residential property which has been appropriately modernised to maintain their comfort and well-being, for example through the installation of central heating and double glazing. However, current cleaning arrangements do not ensure that high standards of hygiene are consistently maintained. This is because there are some areas of visible dust and fluff in corners of the cloakroom and a playroom and some marks and stains on the cloakroom wall tiling. Staff follow appropriate procedures to reduce risks of cross-infection when changing younger children's nappies, for example by using disposable gloves and by cleaning the changing surface after each use. Older children are encouraged to follow sound hygiene procedures within their daily routines. For example, they wash their hands after using the toilet and before eating, and use their individually stored brushes to clean their teeth after meals. Tissues are readily accessible from wall dispensers within the playrooms, so enabling children to access these freely if they need to wipe their noses. Events such as the visit of a local nurse help older children begin to learn about aspects of their bodies and how they work, for example as they use a stethoscope to listen to a heartbeat.

Children across the age range are encouraged to develop their dexterity. For example, babies enjoy exploring the shapes and textures of natural shells within a sand tray, and begin to make marks in cornflour 'gloop' with their fingers or with plastic forks. Resources such as right-, left- and double-handed scissors are readily accessible to older children, so helping all children develop their cutting skills. Children benefit from frequent access to the large rear garden, enabling them to enjoy energetic play in the fresh air as they run freely, kick a football or use the swings. However, at present, planning and provision of physical play does not fully challenge and extend older children's movement skills.

Children's meals are freshly prepared and include nutritious items such as a good range of fruits and vegetables, so helping to promote healthy eating habits. Children begin to gain a practical awareness of some aspects of food production and preparation as they help gather apples and pears from the trees in the garden, or as they melt and mix chocolate to make Easter cakes. Beakers and jugs of fresh drinking water are supplied within the playrooms enabling children to drink whenever they are thirsty.

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

The provision is satisfactory.

Children are generally contented and relaxed within their playrooms which provide sufficient space for them to play, eat and rest comfortably. The entrance door to the building is kept secured, with parental and visitor access controlled by a buzzer system. The rear garden is bounded by a high fence, and staff ensure that the side gate giving access to the premises is

secured by a high bolt when children are playing outside. These precautions help minimise the risks of children leaving the premises unsupervised. The premises are suitably furnished and equipped to meet children's needs. For example, younger children are able to sleep safely on individually-named bedding in sturdy cots under direct staff supervision, and to eat comfortably in feeder seats or at a low table. Children across the age range safely and independently access a suitable range of toys and materials such as books displayed on low racks or shelves, or construction sets and activity toys stored in low, labelled storage drawers.

Detailed risk assessments are undertaken to identify many potential hazards arising within specific areas of the premises or within specific activities. A number of sensible precautions are in place to reduce those hazards which have been identified. For example, socket and radiator covers are in place to prevent children accessing electrical points or hot surfaces. Eye-level vision panels are fitted in most doors to help reduce risks to children playing nearby. Safety gates and a child-height hand rail help minimise the risks of younger children accessing the stairs to the pre-school room, and help older children negotiate the stairs safely.

However, at present these risk assessments and precautions are not fully effective in identifying and reducing all significant hazards to children. For example, the corners of vertical concrete edging slabs and child-eye-height protruding branch stubs pose the risk of injury to children playing in the garden. Within the premises, full consideration is not yet given to occasions when older children use the cloakroom unsupervised. These arise when pre-school children need to use the toilet when they are playing downstairs and come upstairs by themselves to use the ground floor cloakroom. This results in them having access to the unregistered first floor of the house at times when the door between the front and rear hallways is unsecured. It also means that children are not within the sight or hearing of the staff member specifically responsible for their safety and welfare, and that other staff working on the ground floor nearer to the cloakroom are unaware of their whereabouts. These factors limit staff's ability to manage such children's safety effectively.

Staff are aware of what child abuse and neglect mean. They are familiar with their responsibilities to notify the relevant authorities of any concerns regarding a child. Appropriate procedures are in place to enable staff to follow agreed national guidance in the event of any allegations against a member of staff, so enabling the nursery to act appropriately to safeguard children's welfare.

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

The provision is good.

Children across the age range are usually settled and relaxed in their dealings with others and usually show interest and enjoyment in their play. For example, babies smile and vocalise happily when shaking and tapping an interesting selection of untuned percussion instruments. They readily offer these to the adults caring for them. Toddlers are confident to ask adults to help them cut up their vegetables at lunchtime. Pre-school children begin to take turns and negotiate with each other as they show sustained interest in simple board and matching games.

Staff working with younger children make use of the 'Birth to three matters' framework and their observations of children's interests and stage of development to plan an interesting range of experiences supporting children's overall progress across all areas. For example, mobile babies enjoy handling tactile streamers made from different fabrics, so helping to develop their hand to eye coordination and their awareness of texture. They begin to make their mark as they use their fingers or plastic forks in a tray of cornflour 'gloop', and show sustained interest as they

share favourite board and tactile books with staff. Toddlers develop their movement skills and their awareness of sound and rhythm as they move to music, and begin to develop simple pretend play as they try on different hats and shoes, or play in a simple baker's shop.

## Nursery Education

The quality of teaching and learning for early education is good. Staff currently working with funded children are quickly developing a good awareness of the areas of learning within the foundation stage. They are able to use this knowledge to identify which aspects of learning are already being delivered effectively, and those which would benefit from further extension, such as problem solving and information technology. Staff are developing good skills in making meaningful assessments of children's existing interests and skills, so enabling them to identify the next steps in their learning. Available resources are generally organised effectively to help support children's sustained and purposeful play and learning. For example, dressing-up clothes are attractively presented on a low storage rack so children can easily see and use them, whilst items such as rubbers and pencil sharpeners are readily available to children at the mark-making table, so helping to support their independent learning.

Children's personal and social skills are developing well. They are often encouraged to develop independence within their daily routines, for example as they readily use tongs and serving spoons to help themselves to sliced roast chicken and vegetables at lunch time. They are encouraged to cooperate and negotiate with others as they take turns in simple card games, or as they build with a wooden rail layout.

Children respond to books with interest and enjoyment, for example as they talk with staff about what is happening in the pictures, or when they paint their own pictures linked to favourite fairy stories. They begin to use purposeful writing in their pretend play, for example at the café or the hospital, and sometimes begin to make recognisable signs and symbols, for example when 'writing' on their drawings and paintings. Children are confident in talking to others about their experiences and ideas, and sometimes begin to use language for thinking and predicting. For example, they talk about what will happen to squares of chocolate when they are put in the microwave. They begin to show growing awareness of rhythm and sounds within circle games using clapping and musical instruments.

Children confidently experiment with flat and solid shapes as they make collages with different shapes and types of paper, or as they make their own constructions with cardboard cartons and tubes. They readily use number names in their play and sometimes count meaningfully up to five, for example when counting the numbers of eggs in their chocolate nests, or the numbers of tigers and giraffes having a bath in the water tray. They begin to compare numbers as they act out songs such as 'Five speckled frogs'. However, they less frequently fully extend their understanding of simple number problems in well-planned practical activities such as sorting and combining sets of figures or animals.

Children develop many aspects of their knowledge and understanding of the world within their practical activities. For example, they explore how substances behave at different temperatures as they make Easter cakes with melted chocolate, or as they handle ice cubes. They begin to learn about their local community and the wider world as they visit the local library and park, or as they use dressing-up clothes and dolls reflecting different cultures and lifestyles. They become familiar with some aspects of everyday technology as they see the effects of a microwave oven, or use a swipe card in a pretend till. However, they currently have limited access to simple

computer programmes or programmable toys to extend their awareness of information technology.

Resources are generally used effectively to help children develop their hand to eye coordination. For example, left- and double-handed scissors are readily accessible, as well as right-handed ones, and children freely access a good selection of pencils, crayons, paintbrushes and glue spreaders. Children benefit from significant periods of outside play in the fresh air, enabling them to be physically active. For example, children enjoy propelling themselves on low swings, or experimenting with kicking a football or with streamers in the wind. However, current observations and planning give limited focus to children's large movement skills, so not fully promoting consistently high levels of challenge and progression.

Children enjoy experimenting with different colours, textures and substances to develop their own imaginative ideas. For example as they freely mix different colours of paint to create their own pictures, or use natural items such as twigs to represent different building materials. When playing outside, they show sustained independent interest in making 'cement' with a mixture of compost, water and cereal and using this to 'repair' the wall of the playhouse. They frequently join in with a variety of songs and explore rhythm and sound through clapping games and the use of musical instruments.

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

The provision is good.

Children develop good levels of independence in many self-care tasks. For example, older children confidently serve themselves at lunch time and babies and toddlers are encouraged to feed themselves and use cutlery competently. Children show good levels of interest and concentration in their activities, for example as a baby experiments with the different sounds of a variety of musical instruments, or as older children cooperate together to repair and clean the playhouse. Children's individuality is recognised because staff seek and take account of detailed information about children's specific health and care needs. A variety of posters, books and play materials reflecting people with different skin tones, hair styles, dress and mobility are readily accessible to children, so helping to introduce them to aspects of diversity. Activities linked to different cultures, festivals and lifestyles help children recognise and respect differences, for example as older children explore the shapes of Chinese numerals, or take part in creative activities or stories linked to Diwali, or as younger children use different styles of dressing-up clothes or toy cooking implements. Staff recognise that children may have a range of disabilities and/or individual learning needs and readily work with parents and other relevant professionals to support children's inclusion. Children's spiritual, moral, social and cultural development is fostered.

Parents speak favourably of the friendly environment which helps them feel confident in the care offered to their children. Initial visits enable them to meet staff, view the facilities and see some of the arrangements for children's care. There are good systems to enable parents to share relevant information about any individual care and health requirements, such as allergies, so that these can be managed safely. Daily care sheets are used to inform parents of aspects of younger children's care, such as what they have eaten and whether they have slept. These supplement informal discussion about children's experiences and routines between staff and parents on children's arrival and collection. Parents are able to contribute any ideas via a suggestion box, and are also asked to give their views on the nursery provision through parental surveys.

The partnership with parents and carers of children in receipt of funding for early education is good. Prospective parents receive written information including a summary of the areas of learning, and newsletters provide additional details of current themes and developments. This information helps parents gain an overview of arrangements for their children's learning. Children's developmental records are available to parents on request. Parents are invited to meet staff to discuss their children's progress to supplement the written reports which they receive. Children are encouraged to borrow a variety of play packs to use with parents at home. These include items such as books or mark-making activities together with suggestions for parents on how these might be used. Consequently, these arrangements help parents and staff work together to support children's learning.

## **Organisation**

The organisation is good.

There are a good proportion of qualified staff, so helping to ensure children are cared for by adults with knowledge and understanding of current early years good practice. Recruitment and clearance procedures are generally effective in ensuring that staff are suitable to care for children. For example, systems are in place to view original qualification certificates, take up written references and to check for any previous relevant offences. However, current appointment procedures are not fully effective in establishing whether there are any health issues relevant to the provision of children's care. Policies and procedures are systematically maintained and readily accessible to help underpin arrangements for children's care. Staff show a good awareness of how to implement these in children's best interests, for example in the event of an emergency evacuation or a child being uncollected. Daily registers are in place detailing children's hours of attendance and the names of staff looking after them. These help to demonstrate that good adult:child ratios are maintained within the nursery, so helping to ensure that children are cared for appropriately. Required documents, such as records of children's personal details, accidents and medication, contain all necessary detail to help underpin children's care.

The leadership and management of the nursery education programme is good. A systematic induction programme helps to ensure staff become familiar with their responsibilities and role within the nursery. Regular appraisals enable staff and management to work together to identify aspects of individual good practice and opportunities for continued professional development. A programme of staff and management meetings provide regular opportunities to ensure that all those working with children are aware of current issues and developments. Staff work closely with local authority advisors and mentors to help identify the effectiveness of the provision and to plan for continued improvement. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection of day care the provider was asked to ensure there was always at least one member of staff present with an approved first aid qualification and to improve the medication recording systems. The provider was also asked to ensure the child protection policy complied with nationally agreed procedures. The provider was also asked to develop the organisation of resources and activities to promote children's thinking, imagination and independence.

Staffing is now organised to ensure that most staff on duty at any one time hold current paediatric first aid qualifications. Medication records now clearly distinguish between prior written parental instruction and subsequent parental acknowledgement for any medicines

administered. These improvements help staff manage accidents and illnesses more effectively. The child protection policy now indicates that Ofsted is to be informed in the event of any allegation against a staff member, so more closely reflecting national guidance on this issue and assisting the nursery in acting in children's best interests should such an incident occur. Resources and activities are now better planned and presented to help promote children's overall development. For example, children across the age range now independently access a selection of good quality toys and play materials which are presented in an organised and more stimulating way. For example, mobile babies freely access small activity toys which are stored in low crates and drawers, toddlers readily use books which are attractively displayed on low racks, whilst older children independently use a good selection of writing and drawing materials at a graphics table.

At the last inspection of nursery education the provider was asked to provide a well balanced programme of learning across all areas of development, with particular regard to physical skills, mathematics and creativity. The provider was also asked to use assessments of children's progress to inform planning and provide increased challenge to children. The provider was also asked to review daily routines to ensure children were consistently and meaningfully engaged.

Children's daily routines now enable them to exercise good levels of choice and independence within their play and activities, so helping them develop good levels of motivation and interest. For example, children choosing to play simple matching games with adult support show sustained interest, and children playing outside are able to develop their own lines of thought, for example when deciding to mix compost and water to make 'cement' to 'repair' a playhouse. Play areas are organised to provide a balance of continuous opportunities for children to exercise their skills across all developmental areas. For example, children use painting and drawing materials, or act out experiences in the role-play area, so exercising their creativity. They use mark-making materials with growing competence and enjoy energetic play in the fresh air, so helping to support their overall physical development.

The nursery has introduced new systems of observation and assessment of individual children's progress which now help staff identify the next steps towards the early learning goals within specific aspects of development. Staff are beginning to use this information within their short-term planning to identify how particular activities can be adapted to meet children's individual learning needs, so helping children to make better progress. However, these arrangements are not yet fully effective in providing optimum levels of challenge, particularly with regard to mathematical problem solving, information technology and large movement skills. A further recommendation has therefore been raised on this issue.

### **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 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.



## 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 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):

- review arrangements to ensure good standards of hygiene are consistently maintained with particular regard to visible dust and fluff in the corners of cloakroom and playroom areas and marks on tiling in the cloakroom
- develop effective use of risk assessment procedures to identify and minimise potential hazards to children with particular regard to eye-height branches and vertical edging slabs in the garden and to older children's unsupervised use of the cloakroom
- review recruitment and clearance procedures to ensure that those working with children are suitable to do so with particular regard to medical suitability.

#### 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):

- develop use of observations and assessments in short term planning to ensure that experiences and activities offer consistently high levels of challenge, progression and independence, with particular regard to use of information technology, mathematical problem solving and large movement skills.

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)