

# Brightsparks Day Nursery

Inspection report for early years provision

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**Unique Reference Number** 124901  
**Inspection date** 29 January 2008  
**Inspector** Rebecca Elizabeth Khabbazi

**Setting Address** Meadow Hill, Purley, Surrey, CR8 3HL

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**Registered person** Emma Jane Jones  
**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](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?

Brightsparks Day Nursery is one of a group of three privately owned day nurseries and opened in 1999. It operates from a single storey purpose built building within the grounds of a senior school in a residential area of Purley. The nursery is open from 08:00 - 18:00, Monday to Friday all year round.

There are currently 63 children aged under five years old on roll. Of these 14 children receive funding for nursery education. Children attend for a variety of sessions.

The nursery employs 13 staff who work with the children. Of these, 10 have relevant childcare qualifications and one is currently working towards a qualification. The setting receives support from the Local Authority through an early years advisor.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well protected because all staff at the setting receive first aid training and there are clear systems in place to keep records of children's health needs, any accidents they have and any medicine they need to be given. Children rest and sleep using their individual bedding, and according to their needs and home routines. They benefit from daily physical activity, such as playing in the garden or taking part in a tumble tots session, as part of a healthy lifestyle. Older children practise their physical skills in the outdoor area, balancing carefully on the climbing frame, trying to walk on stilts for the first time, throwing and catching a ball or running around freely. Indoors, they develop fine motor coordination, using scissors and pencils and managing the buttons on their coat on their own.

Staff follow effective hygiene procedures, such as cleaning tables before and after they are used and wearing aprons and gloves when changing nappies. Children learn about simple good hygiene practices when they wash their hands before they eat and after they use the toilet, and they understand that they need to do this because there may be germs. Some of the younger children, however, share water to wash their hands rather than using running water, which does not fully protect them from the risk of cross-contamination. Older children independently get their own tissues to blow their nose and know they need to throw these into the bin straight away once they have used them.

Children enjoy varied, nutritious meals and snacks that are freshly prepared on the premises and which take into account their individual dietary needs. Menus ensure children have five portions of fruit and vegetables each day and a large proportion of the food the nursery provides is organic. Preschool children chose a piece of fruit from the fruit bowl at snack time and they enjoy their chicken and rice for lunch, finishing what's on their plate and asking for more.

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

The provision is good.

Children are cared for in secure, well maintained premises which are brightly decorated, clean and include facilities to meet their needs. They have access to a wide variety of age-appropriate resources and play materials which are used to create a stimulating and welcoming environment. Resources are checked regularly and kept clean and in good condition, which helps ensure children can play safely.

Children's risk of accidental injury is minimised because effective procedures are in place for identifying and minimising any potential hazards. As well as an annual risk assessment, staff conduct daily health and safety checks of the rooms they work in and make sure they report any concerns they identify. Staff are vigilant about supervising children at all times, for instance keeping an eye on preschool children in the bathroom while still encouraging independence. Children learn to keep themselves safe when staff remind them why they need to tuck their chair in to ensure no-one trips over it, or why they shouldn't run inside, and when they take part in regular, timed fire practices.

Children's welfare is safeguarded because staff understand their role in child protection. A named staff member has completed child protection training and provides support and guidance for other staff. Staff are familiar with possible signs and symptoms of child abuse, and know

what steps to take if they are concerned about a child. There is a clear policy in place which is included in staff induction and is readily accessible for staff to refer to in their room manual.

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

The provision is good.

Children throughout the nursery are confident and settled. They make good relationships with staff, who respond to them warmly, join in with their play, and show an interest in what they say and do. Staff working with children under three years old effectively use the Birth to three matters framework to make observations of children's achievements and use these to plan a good variety of experiences that help children develop and progress.

Younger babies benefit from secure relationships with consistent key staff who know them well and attend to their individual needs. They enjoy lots of cuddles and reassurance and routines consistent with their experiences at home, which helps them settle quickly. They come in to nursery happily in the morning, showing their pleasure at seeing staff and other children with smiles and giggles. Staff sit on the floor with children while they explore the good range of resources and materials available. Children are relaxed and content as they become fascinated by the noise a toy makes or the way it moves. They join in with the actions to songs, such as 'row your boat', laughing with excitement as they join in with the loud scream at the end.

Tinies enjoy making the most of the space in their base room as they become more mobile, practising their new skills as they push wheeled toys up and down. They have fun exploring the sand with their fingers or making pictures with sponges and paint. Children sit cuddled up to staff for a story or singing session, using their arms to wind the bobbin up and then wind it back again. Toddlers grow in independence and confidently help themselves to resources around the room. They enjoy dressing up in the role play area and pretending to be a tiger, an elephant or a pirate. They look at books independently or with staff, counting the butterflies in the story or talking about what they think will happen next. Children have fun getting messy with pasta and shaving foam or making pictures with glitter and glue.

### **Nursery Education**

The quality of teaching and learning is good. Teaching is rooted in a secure knowledge of the Foundation Stage and a good range of teaching methods. Staff understand children's needs and are knowledgeable about the children in their care and how to move them on in their learning. Children are involved, motivated and engaged in a broad range of interesting, hands-on activities and experiences which provide good levels of challenge. They show high levels of curiosity, imagination and concentration and make good progress towards the early learning goals. Assessment is thorough and information gained from observations of children's achievements is used effectively to plan activities that build on their existing knowledge and skills. Children's next steps are regularly identified and reviewed, although at present there is not a consistent system for involving parents in this process.

Children are keen to communicate and they use language eagerly to start conversations or share their news at circle time. They help themselves to writing materials during daily activities and write and make marks for a variety of purposes, such as taking messages in the role play area, writing postcards or a letter to staff. Older children write their name confidently, and they recognise the sounds that the letters make. Children listen attentively to stories and enjoy looking at books independently in the book corner. They show an interest in number and confidently describe the shape and size of objects, such as the piece of fruit they choose from

the bowl at snack time. Children use their number knowledge to work out how many cups they need at lunchtime, or how many sausages are left when one is taken away.

Children find out about the world around them through topic based work, such as mini-beasts, animals, autumn, people who help us and festivals. They investigate the natural world on a nature walk or worm hunt, although the garden environment is not currently fully utilised to provide opportunities for discovery, exploration and investigation on a day to day basis all year round. Children learn about the uses of everyday technology when they competently complete simple programmes on the computer. They experiment at the water tray, discovering which objects sink and which will float and predicting what will happen to their play dough boats. Children benefit from a well-stocked creative workshop area where they can design and make things using recycled materials and develop their own imaginative ideas. They enjoy dressing up in the role play area, acting out stories with their friends from their experiences or imaginations. They sing and make music enthusiastically, confidently standing up to sing a song on their own in front of their friends.

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

The provision is good.

All children are welcomed into the setting and valued as individuals, including those with learning difficulties and/or disabilities. Staff gather detailed information about children's needs and routines before they start, and children are given time to settle in at their own pace. Children benefit from a range of activities and experiences that help them learn to value diversity, such as making lanterns for Diwali, tasting noodles or making dragons for Chinese New Year, or looking at books about the lives of people living in different parts of the world. Children's spiritual, moral, social and cultural development is fostered.

Children grow in confidence and have opportunities to become more independent as they move through the nursery, and preschool children pour their own drinks, manage their own shoes and coats and make choices and decisions about what they want to do. They make good relationships with staff and each other and are familiar with the rules and expectations of the setting. Preschool children know how many children can use the computer at once, they help tidy up and sit quietly showing good levels of concentration as they listen to a story. Children begin to monitor their own behaviour, reminding their friends to share and take turns. Staff use consistent strategies that help children behave well, and overall there is a calm atmosphere in the nursery.

Staff are friendly, approachable and welcoming, and parents feel confident to come to them with any issues or concerns. Parents are given clear information about the setting's policies and procedures and there is very good day to day communication both verbally and through well thought out contact books. The partnership with parents of children who receive funding for nursery education is good. Parents are given information about the Foundation Stage when children transfer to the preschool room, as well as an opportunity to meet with staff and talk about the curriculum. There are planned opportunities for parents to meet staff to talk about their child's progress and the nursery's open door policy means that parents can ask to speak to staff at any time. However, parents are not always kept fully up to date with the next steps that the nursery has identified for their child, to enable them to contribute their knowledge and to also continue their child's learning at home.

## **Organisation**

The organisation is good.

Children's care is enhanced by the efficient and effective organisation of the setting. Staff are appropriately qualified and vetted due to robust recruitment procedures, and children benefit greatly from the consistent care provided by a well-established staff group, many of whom have been in post for several years. Staff work well together as a team and have clear roles and responsibilities. Well planned induction procedures ensure staff are familiar with the setting's policies and procedures, which means they work effectively in practice.

The leadership and management of the nursery education provision is good. There is a strong commitment to development and improvement and the manager and provider have devised and implemented an action plan over the last few years which has been effective in further raising the quality of the provision. Systems are in place to monitor and evaluate the nursery education provided and staff have access to training both locally and in-house.

All required documentation is in place that promotes the health, safety and wellbeing of children. Children have a well planned, active and stimulating day at the setting with opportunities to take part in a variety of experiences that support their development and learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection, the setting were asked to ensure that there is a system in place for regular exchange of information with parents. Parents are now kept very well informed both verbally and through the daily contact book, which helps children experience consistent care.

At the last inspection of the nursery education provision, the setting were asked to improve the programme for mathematics by exploiting the learning opportunities available during the everyday routine. Staff at the setting have received training in this area as part of the setting's action plan and now make more use of day to day routines, such as meal times to encourage children to extend their mathematical knowledge. The setting were also asked to further develop the creative workshop, and children now have a variety of materials and resources available for their use in this area.

## **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.

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

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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 hygiene precautions by ensuring children do not share water when washing their hands

### **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):

- consider ways of further extending the use of the garden to provide ongoing opportunities for discovery, exploration and investigation throughout the year
- ensure all parents are kept up to date with the identified next steps for their child and have opportunities to agree and review them on a regular basis

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