

Bright Sparks Day Nursery @ Penwortham

Inspection report for early years provision

Unique Reference Number	EY341672
Inspection date	16 July 2008
Inspector	Frank William Kelly

Setting Address	4 New Lane, Penwortham, Preston, Lancashire, PR1 9JE
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Registered person	Lynn Donnelly
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Type of inspection	Integrated
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Type of care	Full day care
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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 inadequate – notice of action to improve. The registered person does not meet 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 Day Nursery @ Penwortham has been registered to the current owner since 2006. The setting operates from a single story building in the Penwortham area of Preston.

A maximum of 37 children may attend at any one time. There are currently 53 children aged from 10 months to four years on roll. Of these, 16 receive funding for nursery education. Children come from a wide catchment area as parents travel into and around the area to work. The nursery operates from 07.30 to 17.30 each weekday, 51 weeks of the year. Children are cared for within three play rooms. There are two enclosed outdoor play areas.

The setting employs 12 staff, of these, 11 hold appropriate childcare qualifications. One member of staff is working towards a qualification and five others are working towards additional qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Staff implement some appropriate hygiene procedures to help protect children from the risk of cross-infection. They wash their hands before serving food and clean all play surfaces on a regular basis. The food preparation and hazard analysis procedures reflect those recommended by the environmental health officer. Nappy changing procedures are suitably followed as staff wear protective gloves and aprons and clean the changing mats efficiently. However, the current practice for cleaning the potties following use, requires further consideration to ensure that cross contamination of germs is minimised.

Children are beginning to develop an awareness of personal hygiene, as staff remind children to wash their hands after using the toilet or before eating. Some of the older children explain to visitors about germs and how they can make 'your tummy poorly'.

Suitable procedures for caring for sick and infectious children are in place and have been shared with parents. Accident records are now appropriately maintained and all recent entries include parental signatures to acknowledge they have been informed. However, the current arrangements for the administration of medication do not meet the regulatory requirements and put children at risk of harm. The records are inconsistent and often it is unclear when permission has been given and for how long courses of medication should last. Records are not maintained in a systematic way, such as contacting parents before administering non prescribed medicines are not recorded as it is stated within the policy.

Children enjoy many opportunities to develop their physical skills. Those in pre-school have opportunities to go swimming once a week, and every day staff ensure that children gain access to outdoor play. The children enjoy riding around on the wheeled toys, climbing and sliding on the activity cubes, playing catch with a ball and using their bodies to manipulate the hoops. Inside they use tools for cutting, squashing and rolling the play dough or fitting jigsaws together. Toddlers enjoy dancing as they rock and sway to the music and eagerly join in with action rhymes. Babies have suitable floor space to stretch, crawl and toddle.

Suitable systems have been established which enable staff to effectively share information about the children's individual dietary needs and preferences. The cook clearly knows children's specific needs and preferences. For example, on the day of the inspection two children do not like cheese sauce, so she prepared an alternative casserole with vegetable gravy. The menus are planned around a rolling four week program and provide the children with a variety of tastes and textures which include mild spiced curries and pasta dishes. Some sauces are commercially produced but all meals are served with fresh vegetables. Snacks include fruits, yogurts and the occasional treat, such a digestive biscuit.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children are cared for in premises that are adequately maintained. Staff use the equipment, furniture and resources to create a lively child centred environment for children to enter. Lots of visual images are presented through photographs, posters and the children's drawings and other creative work. There is sufficient furniture to enable all the children to eat and play

together. The toys, games and other equipment are suitably maintained, appropriate for their purpose and regularly checked so that children are able to play safely.

The arrangements for fire safety are mixed, and as such prove inadequate and a potential hazard to the children. Fire fighting equipment, such as extinguishers are serviced annually and sited throughout the premises, but no smoke detection systems are in place. A fire evacuation procedure has been established but records are inconsistent so it is unclear if practises take place with sufficient frequency to help staff and children become familiar with what to do in the event of an emergency. In addition two doors marked with the running man exit signs are currently secured by the use of keys. This is contrary to fire safety requirements.

Risk assessments have been completed on the premises and staff are now checking the outdoor area before the children go out to play. On a day to day basis, staff note some potential risks as the children play, however, they do not always take immediate action to further minimise the risks. For example, when one of the children climbing on the smaller climbing frame reaches for the washing line, the member of staff discourages him from doing this explaining that he might hurt himself. However, she does not move the frame away from the hazard until a visitor asks her if she feels it continues to be a hazard. Within the playrooms, staff have not considered the implications of using glass panels in the doors for displaying the children's work. Consequently, it is not always possible to see if children are behind the doors as adults open them and on two occasions during the inspection some children were bumped.

Children are safeguarded as staff have a satisfactory awareness of the safeguarding children procedures. One of the named coordinators along with two other members of staff have completed updated training and plans for several other staff to complete training have been put into action. The safeguarding children policy has recently been updated and reflects the procedures and guidance of the Local Children Safeguarding Board. These procedures include simple and clear flow charts helping staff to clearly identify the steps to take should they need to report concerns. Parents have access to the policy as a copy of the key requirements has been laminated and is displayed on the parental notice board in the entrance area.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

All children are lively and interested in what is available to them. They play with interest and purpose in the sand, concentrate well when fitting jigsaws and tuck the dolls up in their play car seats. The toddlers enthusiastically join in singing and action songs as they stretch their arms out to be a big bubble or pretend to be galloping horses. Activity planning is based around areas of continuous provision which means the children experience sand, water, mark making and creative activities daily. All children enjoy a variety of tactile experiences, for example, they explore the feel of the corn flour gloop and dig in the compost in the garden. Pictures show them exploring jelly and shaving foam. Art and craft is made available daily, however, there is a tendency for adults to influence the end product as children often use the same pre cut or drawn outlines, for example the sand castles and crabs for the beach scene.

Babies are relaxed and confident with the adults who care for them. They approach them with confidence and enjoy the close contact the staff provide, whilst sitting on the floor and playing with them. Activities and resources are organised to encourage the children to investigate and explore. The older children in the room eagerly show visitors their crayons and younger ones delight in making sounds when pressing buttons on the activity stations.

Children's sleeping and eating routines are followed which provides them with consistency of their home routines and ensures that they enjoy the rest they need. Staff are animated and celebrate the young children's achievements with claps and verbal praises, which in turn increases their self-confidence to further experiment and explore their world.

Nursery Education.

The quality of teaching and learning is satisfactory. Staff are familiar with the six areas of learning and how different activities relate to them. They have recently revised the organisation of the resources to enable children to make greater independent choices. In particular the construction area has been well thought out and provides children with cross curricular learning opportunities. For example, they children build towers and castles with the larger wooden blocks; undertake role play by wearing hard hats, work gloves and fluorescent jackets. Through their play they make connections about the importance of safety, practise dressing themselves and enjoy imaginative play.

The staff are in the process of implementing planning systems which build on the children's interest and which are formed through their observations of the children. This planning system is still in the early stages and staff are not yet fully confident with this. For example, whilst in the construction area they have not considered how they could use the children's interest in this activity to introduce opportunities to write and count. That said, they demonstrate a willingness to act on guidance from the Early Years team to further develop this for the future.

Children show an interest in learning and trying activities. They listen well and show an eagerness to join in with discussions, confident to share what they know and think. They tell visitors about their pictures, explain how to make play dough snails and talk about their families and forthcoming holidays. Children have some encouragement to practise independence skills, such as putting on their coats and helping to tidy up. However, during daily routines, such as meal times they miss chances to help set up tables or pour their own drinks, which means that they are missing additional opportunities to practise and progress their self help and understanding of mathematical concepts.

Children play together imaginatively with the role play. They make toast using the play toaster and pretend to talk on the telephone, demonstrating their understanding of the role that technology plays in their world. During free play sessions they confidently use tools, such as the tape dispensers and calculator. They enjoy collage, cutting and sticking and painting at the easel.

Children use mark making tools as part of their planned activities, however, at present there is limited opportunities for them to extend this into their free play, such as writing during their role play. The children enjoy and listen to familiar stories. In particular they enjoy the rhythm of those with rhyme and shout out the key words at the end of the sentences.

Children show a healthy interest in numbers and counting as they count up to six correctly, as they build their tower. Older children recognise the random numerals correctly when staff point to them whilst completing a jigsaw. They practise counting backwards as they sing songs, such as 'Five speckled frogs'. They hold up the correct number of fingers to demonstrate that they are three and four. Children appropriately use mathematical language, such as big, medium and little when acting out the story of the 'Billy Goats Gruff'.

Helping children make a positive contribution

The provision is satisfactory.

The children's individual needs, circumstances and preferences are known and are suitably met by the staff. The procedures for supporting children with physical disabilities and learning difficulties have been revised to ensure that the procedures reflect those of the Local Area Teacher Team model.

Children demonstrate a sense of community as they talk about their friends who are not attending that day and ask staff where they are. The children's spiritual, moral, social and cultural development is fostered. For example, they enjoy a range of trips, such as to the zoo, and local library. A satisfactory range of resources including books and small world figures promote the diversity within today's society and recently obtained artefacts, such as embroidered silk style cushions from China provide the children with visual and sensual experiences. The children explain to visitors that these are 'Chinese cushions' and point out the dragon designs.

On most occasions the children's behaviour is good. Most adults apply sound strategies for encouraging the children's behaviour. This includes providing explanations for older children and distractions for the younger children. However, there are some inconsistencies as less experienced adults do not include 'please' and 'thank you' when interacting with the children. This can cause confusion for the children as most staff use and actively encourage the children to use them at all times. In addition some daily routines, such as when the children are lining up to go outside are not appropriately monitored. This means that some of the children become boisterous and begin to jostle for positions, which in turn leads to retaliation from the children whose place they are trying to take. On these occasions staff are busy collecting coats or brushing floors so they do not notice the behaviour or challenge it.

Children benefit from the familiar relationships staff have with parents. Staff share information both verbally and in writing on a daily basis. Information about the setting is displayed within the entrance display area and a parental handbook for parents to take home includes information about the setting and how it operates. Newsletters are sent out, planning is displayed in the playrooms and a written report is provided about the children's progress every term.

The partnership with parents receiving nursery education is satisfactory. Pictures of the children playing provide insight to some of the activities that the children participate in during their day. However, there is a lack of information about the learning programs. At present, parents of children receiving nursery education receive little information about the Foundation Stage and how the different activities link to the six areas of learning and how these enhance the children's development.

Organisation

The organisation is inadequate.

The setting is generally well organised for children's play opportunities and learning experiences. The staff team is mainly qualified and a sound recruitment procedure ensures that all staff are appropriately vetted to safeguard children. An induction procedure is in place and staff have occasional room meetings to discuss changes or issues relating to how the setting operates. The provider/manager has identified the need for whole team meetings.

Most relevant documentation is in place, however, the current management monitoring systems are ineffective and do not securely check that staff are maintaining records in a consistent

manner. During the inspection, children's attendance registers were incomplete until noted by the inspector. Regulatory records, such as those for complaints did not contain entries acknowledging concerns raised to Ofsted since the previous inspection. This lack of formal management means that the inconsistencies of procedures and records, such as those for medication and safety mean that children's health and well-being is not consistently promoted.

The leadership and management of the nursery education is satisfactory. The management has sought and acted on advice from the early years teachers teams, which has improved the quality of free play for the children. Staff training needs have been identified and when the opportunity arises staff are provided with vocational training to enhance their existing knowledge and skills. The setting has developed action plans aware of the need to further develop the learning environment and assessment systems.

Overall, the needs of the range of the children for whom it provides are not met.

Improvements since the last inspection

At the last care inspection two recommendations were made regarding children's personal hygiene and the information shared with parents about the procedures for safeguarding children. Since then the setting has improved the children's health by encouraging them to follow simple procedures, such as hand washing before they eat and talking to the children about why it is important to do so. The children's well-being has been improved as a copy of the key points regarding the procedures for safeguarding children is now prominently displayed within the entrance area of the nursery.

At the last Nursery Education inspection one recommendation was made regarding the planning systems. Staff have begun to make progress and a further recommendation has been made to improve this further as part of this inspection report.

Complaints since the last inspection

Since the last inspection Ofsted has received two concerns regarding the implementation of the National Standards. The first related to National Standard 2: Organisation and National Standard 6:

Safety. A childcare inspector visited the provision and two compliance notices were issued under National Standards: 2 and 6. The compliance notices were satisfactorily met by the registered provider. The provider remains qualified for registration.

The second concern received by Ofsted related to National Standard 6: Safety, National Standard 11: Behaviour and National Standard 12: Working in partnership with parents. The concerns were originally shared with another agency. An inspector then visited the setting and two actions were raised; one on National Standard 6: Safety and one on National Standard 13: Child protection.

Ofsted are satisfied that the provider has taken appropriate action to address the concerns raised and that the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint 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, the registered person **must** take the following actions:

- revise the management monitoring systems to ensure that the staff induction and training needs are fully met to ensure the consistent safety and welfare of the children
- ensure positive steps are taken to promote safety within the setting that fully meet fire safety requirements
- ensure that children's good health is promoted and positive steps taken to ensure that the procedures for the administration of medication are fully understood and followed by the staff
- ensure that all regulatory documentation is available for inspection at all times, including a full complaints record.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- continue to develop the planning systems for children's learning and ongoing development
- consider ways to help promote children's independence during the daily routines, such as serving themselves at snack times
- further develop the information available for parents regarding the learning programme.

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