

Bright Sparks Nursery School

Inspection report for early years provision

Unique reference number	110269
Inspection date	26/11/2008
Inspector	Carol Readman

Setting address	East Woodhay Village Hall, Heath End, Newbury, Berkshire, RG20 0AP
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Telephone number	01722 716144
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Email	
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Bright Sparks Nursery School opened in 1996. The nursery school meets in East Woodhay Village Hall, which is situated in Heath End, a rural village to the south of Newbury. It operates from the main hall with the annexe used for sessions for older children. Children attending come from the local area and also travel from places further afield, such as Newbury. The setting is registered on the Early Years Register. There are currently 46 children on roll, all in the Early Years age group.

The nursery school operates five days per week during school terms and offers children a variety of sessions. Opening times are 9:00 to 15:00 on Mondays, Tuesdays, Wednesdays and Thursdays and 9:00 to 12:15 on Fridays. There is good access to the setting and there are toilet facilities for people with disabilities.

A staff team of eight, including the owner, work with the children, of these, one member of staff holds Early Years Professional Status and three staff members have appropriate early years qualifications. Another three members of staff are currently working towards an appropriate level 3 qualification. The nursery school receives support from the local authority.

Overall effectiveness of the early years provision

The setting promotes the welfare and development of all the children, resulting in them having a fun time and making good progress in their learning. Particular strengths of the setting are valuing each child as an individual and a commitment to ensuring that children develop positive attitudes to an active outdoor lifestyle. There is a high commitment to the inclusion of all children in a warm and caring environment. The management and staff are highly effective at overcoming barriers and ensuring that children are well integrated into the nursery. Although not all the required information is currently available to parents, generally there is effective self-evaluation and good capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further: recording children's achievements, including ensuring that parents have opportunities to contribute to their child's initial assessments and using identified next steps in children's learning when planning activities and experiences

To fully meet the specific requirements of the EYFS, the registered person must:

- make available to parents a written statement that provides details of the procedure to be followed if they have a complaint (Safeguarding and welfare)

05/01/2009

The leadership and management of the early years provision

There is a clear focus on helping all children progress their learning and promoting their welfare. Staff use resources very well to provide a wealth of activities and experiences for children. The setting is currently revising how they record children's records of achievements looking to providing individual 'Learning journeys' for each child as part of continuous improvement. Current plans ensure that children cover all areas of learning routinely as part of their day. Staff record the children's achievements on a variety of record sheets. However, not all staff are fully confident in using their observations when developing plans for individual children's learning.

Children's records contain all the required information and most policies and procedures are in place for the effective management of the setting. However, the settings complaints policy does not detail how the setting must manage written complaints. This is in a breach of legal requirements. The manager ensures that there is an appropriate number of qualified staff available to work with the children at all times and there is an expectation that all staff at the setting will achieve appropriate qualifications. Thorough risk assessments help to ensure that children play in a safe environment where hazards are minimised.

The setting promotes very good relationships with parents through daily feedback and an effective system of recording parents' comments. However, parents do not have the opportunity to contribute fully to the initial assessment of their children. This means that children's starting points are not always clearly defined. There is a particularly good commitment to working together with parents to promote inclusion and integration of all children, regardless of their background or any learning difficulties and disabilities.

The quality and standards of the early years provision

Children at the setting spend their day having fun in a rich learning environment. Staff work with enthusiasm and commitment to ensure children enjoy learning through their play. There is a strong emphasis on enjoying the outdoors and children experience a wealth of stimulating activities and experiences as they play happily with their friends. They talk together about the dried up brown and orange leaves they have collected in their tipper truck. They know that in the summer the leaves were green and 'right up there' on the surrounding trees. They can predict what will happen when they pull a lever and describe how cars 'swoosh' down a drainpipe ramp. They practise their balancing skills and recognise numbers as they count the 10 green bottles hanging on the fence.

Children learn about the wider world as they explore an Arctic small world play set. For example, they know that some people live in very cold places where there is always snow and ice. Staff help extend this learning very effectively by talking about the animals that live in these regions and how the people travel on sledges instead of cars. Children have very good problem solving skills, going to a nearby

pile of bricks and bringing them back to a friend to help them make a bridge. Staff know the children very well and understand that each child learns differently and at their own pace.

Snack is a social time where children sit together and tell their friends about their play. They pour their drinks independently and learn about healthy foods as they take turns in serving their friends with fruit. Staff use positive strategies of praise and encouragement to help children understand what is expected of them. As a result, children behave very well. They are kind and considerate to their friends, offering their toys and books. The book corner is well used and children are learning to value and enjoy books. This is particularly well supported by staff, who take the time to stop and share a book. This promotes good communication and early reading skills.

The setting promotes a healthy lifestyle, teaching children good hygiene routines and the importance of healthy eating. They learn to keep themselves safe as staff remind them not to stand behind doors and mind their fingers when sitting together on the floor. Staff have an especially good understanding of the importance of helping children develop skills for the future. Children are developing into particularly confident communicators, able to express their ideas extremely well. They are also developing strong numeracy skills and a love of books. They play especially well together and are inquisitive and independent learners.

Children really relish their time in the setting. They are happy, settled, have excellent attitudes to learning, and enjoy learning as they play. The setting's ethos of nurturing confidence and self-esteem means that staff support children in embracing new challenges and acting with initiative. Staff value the children as individuals and use the children's interests to involve them in their learning. As a result, the children are keen to learn and are making very good progress in their learning and development.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.