

Bright Sparks Day Nursery @ Penwortham

Inspection report for early years provision

Unique reference number	EY341672
Inspection date	29/05/2009
Inspector	Joan, Patricia Flowers
Setting address	4 New Lane, Penwortham, Preston, Lancashire, PR1 9JE
Telephone number	01772 752 411
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Type of setting	Childcare on non-domestic premises

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 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 near Preston in Lancashire. The setting is registered on the Early Years Register and both part of the Childcare Register. A maximum of 37 children aged under eight years may attend at any one time, of whom no more than 22 may be under three years and of these, no more than nine may be under two years. Free early education places are available for three and four-year-old children. There are 47 children aged from birth to four years on roll. The nursery serves a wide catchment area and is open between 07.30 and 17.30 each weekday for 51 weeks of the year. Children are cared for within two playrooms, one of which is the baby unit catering for children under two years of age. There are two enclosed outdoor play areas for the different age groups. The nursery owner manages the day-to-day operations, along with 11 childcare staff. Of these, three are qualified to Level 4, five are qualified to Level 3 and two are qualified to Level 2. A trained cook is also employed. Partnership working is effective and support and training is accessed from the local authority Early Years, Sure Start consultancy.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. The registered provider monitors the provision well and has a good understanding of the setting's strengths and areas for improvement. Evaluation of the setting's practice is conducted using information from staff, parents and professional support networks. This has enabled action plans to be implemented that focus on improving outcomes for children. The long serving staff team bring stability to the group thereby ensuring consistency of care for the children who attend. Staff have a secure knowledge of children's individual stages of development and their interests and plan meaningful activities that support inclusive care, learning and enjoyment.

What steps need to be taken to improve provision further?

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

- ensure that the procedures for the administration of prescribed, non-prescribed medication is clear within the written policy, and that the use of sun cream is made clear within this document
- continue to encourage parents and carers to review their children's progress regularly and contribute to their child's learning and development record.

The leadership and management of the early years provision

Through thorough implementation of all required policies and procedures children's safety and well-being are effectively promoted. However, the medication policy

lacks clarity. Robust recruitment and vetting procedures ensure that children are protected. The well-planned induction and appraisal system helps staff to understand their responsibilities. There is well-planned access to appropriate training opportunities. Staff clearly understand their role and responsibility to implement the safeguarding procedures. Consistent staff deployment throughout the day helps to ensure that children's welfare needs are fully met. Children's awareness of risk and safety is promoted effectively within their everyday play experiences. Staff have a consistent approach to management of children's behaviour and encourage children to develop safe levels of independence, for example, as they go safely between indoors and outside. Risk assessments are well considered and understood by staff, helping to keep children safe in all activities.

Leadership and management of the nursery is good. The provider and staff are passionate about ensuring the best outcomes for children. Staff are fully committed to promote good, child-centred practice. They strive continuously to improve children's play and learning experiences. Good progress has been made to address and implement change, with the recommendations and actions all having been completed or addressed. Staff meet together regularly to plan and assess the learning and care elements of what they provide for the children who attend. For example, they recognise the need to assess the recent changes made to the merging of two playrooms into one. This has improved the delivery of a continuous provision for toddlers and pre-school children alike. The accessibility of resources and planned use of space on children's opportunity for independent learning has been immensely improved.

Close relationships with parents are founded on trust and cooperation. The strong links developed and continuously being built upon reflect the management and staff's commitment to working in partnership. This translates to parents feeling 'confident and assured' in leaving their child. Parents meet with the key worker and share information about children's starting points, likes and dislikes and routines, helping staff to formulate a clear care plan and reflect children's interests more fully in planning. Staff share information about planned activities in the regular newsletters and on the notice boards within both rooms. They also encourage parents and carers to share information about their children during informal chats at the beginning and end of the day. Not enough emphasis and information is given to parent's contribution to their child's learning record. Staff liaise closely with parents to support additional learning needs. This helps them focus very effectively on the inclusion of all children when planning activities. Close working links are established with other settings and professionals, to ensure developmental concerns do not present barriers to children's progress and enjoyment.

The quality and standards of the early years provision

Staff have a good knowledge and understanding of how children learn from first-hand experiences and professional training. Their interaction and guidance enables children to make good progress and develop positive attitudes to learning. Staff use questioning effectively to support and extend children's learning in a balance

of adult-led and child-initiated activities. Children, for example, chatted about the pets some of them have while having lunch. Planning is based on children's interests and abilities, which ensures that every child is challenged and they enjoy taking part. Children move freely between areas and regularly go outside to play. The weather is not a barrier to outdoor play because every child has a waterproof all in one suit to protect them. This allows them to benefit from play and learning in the fresh air and open space. Some children were engrossed in digging a hole in the garden and filling it with water from the tap in the rainwater butt, as they made mud, learning as they played. Others turned the stones to see which insects they could see beneath, as they looked, excitedly pointing and naming spiders and beetles.

Children are relaxed and confident in the care of the staff. The key person system works well in practice. New children are comforted and re-assured. They follow their home routines, helping them to settle quickly and feel secure. Staff actively work with parents, carers and other agencies to support the children's needs so every child can reach their full potential. Children begin to know about their own cultures and those of others. Resources positively reflect images of people in society and a range of special events and festivals are celebrated. The reading area provides examples of different written languages and texts as children learn that words have meaning. Authentic examples like a Chinese storybook, newspapers and catalogues are freely available.

Children engage in role-play and 'act out' situations they see at home, such as bathing the babies and making meals. They explore their creativity in a good range of art and craft activities, freely producing drawings and pictures to represent their ideas. These are displayed for others to admire and enjoy on the wall displays. Babies examine and explore toys that make sounds, and become engrossed as they feel the different sort of bristles among the set of brushes in the treasure basket. Toddlers and older children gain knowledge of information technology as they use the computer to complete learning games and become increasing proficient at moving the mouse as they extend their learning. Staff record each child's achievements and include photographs, examples of their work and observations in their individual files. This developing system of record keeping demonstrates that children are making good progress in their learning and development.

Children's behaviour is good because staff set clear boundaries and have high expectations. Positive language and good role-modelling is used to reinforce the rules. As a result, children work harmoniously together and learn to share and to turn take. Children participate in physical activity, both indoors and outside. They ride wheeled toys, throw and catch balls and move and dance to action songs. Children enjoy healthy meals and snacks that are freshly prepared on the premises. Clear information is gathered about children's dietary requirements so that their health is protected and they can eat together safely. Children take part in regular fire drills and are gently reminded about safety. For example, children are aware of not bumping into each other whilst steering their bikes around the play area.

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?	2
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?	2
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?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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