

# Brightsparks Day Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY384244
<b>Inspection date</b>	17/03/2009
<b>Inspector</b>	Rebecca Elizabeth Khabbazi

<b>Setting address</b>	Greenvale Primary School, Sandpiper Road, SOUTH CROYDON, Surrey, CR2 8PR
<b>Telephone number</b>	02086 513 191
<b>Email</b>	
<b>Type of setting</b>	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 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**

Brightsparks Day Nursery was registered in 2008 and is one of a group of four privately-owned nurseries. It operates from within self-contained single storey premises in the grounds of Greenvale Primary School in Selsdon, South Croydon. The premises are accessible via a ramp. An enclosed outdoor area is available. The nursery is open from 08.00 to 18.00, from Monday to Friday for 51 weeks a year. The setting serves the local community.

The nursery is registered on the Early Years Register to care for a maximum of 46 children in the early years age group. There are currently 30 children on roll. The setting provides support to children with learning difficulties and/or disabilities.

There are currently six staff who work with the children, all of whom have relevant qualifications. The nursery receives support from the local authority through an early years advisor.

## **Overall effectiveness of the early years provision**

Overall, the quality of the provision is good. The setting promotes all aspects of children's welfare and development effectively. Staff create a welcoming, inclusive environment where children are safe and well cared for. Strong partnerships with parents ensure that all children's needs are met. The setting is committed to continual development and systems for self-assessment ensure that most areas for improvement are promptly identified and addressed.

## **What steps need to be taken to improve provision further?**

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

- continue to extend systems for monitoring and evaluating the quality and effectiveness of the provision, as part of the framework for ongoing improvement
- improve staff's consistency in reviewing children's next steps, in order to effectively track their progress towards the early learning goals

## **The leadership and management of the early years provision**

The setting is well managed and staff have clear roles and responsibilities. Robust recruitment procedures are in place that ensure children are cared for by appropriately qualified and vetted staff, which helps safeguard their welfare. The clear process for induction ensures that staff are familiar with policies and procedures and implement them effectively in practice. All required documentation that contributes to the safe and efficient operation of the setting is in place and is well organised and kept up-to-date.

The management team make good use of feedback from staff, parents and children when evaluating the provision. For instance, they have developed an action plan based on responses to a questionnaire completed by parents. A variety of regular quality checks are in place to help identify any areas for improvement, although systems for evaluating the effectiveness of planned activities and experiences for children are not fully utilised by staff. The setting is newly established, but has clear plans for future development, including improvements to the garden in order to extend outdoor experiences for children across all areas of learning.

Strong relationships with parents and other partners help ensure children experience consistent care at the setting. Parents are provided with comprehensive information about the nursery and there is good day-to-day communication, both through discussion and individual contact books. Parents have regular opportunities to discuss their child's progress and are encouraged to share what they know about their child, for instance by completing 'interest sheets' on a regular basis or contributing their own observations of their child's achievements to their file.

## **The quality and standards of the early years provision**

Children are cared for in a welcoming and stimulating environment where they settle quickly. They have access to a wide variety of resources that are well organised so that children can select things for themselves, which supports their growing independence. Staff are vigilant about ensuring safety precautions are in place so that children can move freely around the playrooms. They implement effective hygiene routines, such as keeping tables and floors clean and following nappy changing procedures conscientiously. Children learn simple good hygiene practices when they wash their hands before they eat. They enjoy nutritious snacks and meals that are freshly prepared on the premises, helping themselves to fruit from the snack bar and serving their own second helpings at lunchtime from a big bowl. They play outside every day, having fun running around in the fresh air, taking a turn on the slide or climbing frame and practising new skills on the stilts.

Children are happy and settled at the nursery. They have good relationships with staff and each other and younger children quickly form bonds with their consistent carers. Children are familiar with the rules and expectations of the setting due to staff's clear guidance and support. They line up quietly to go outside, help put away the toys at tidy up time, and remember how many children are allowed at the sand tray at one time. Children benefit from a good balance of child-initiated and adult-led activities throughout the day. Staff make regular observations of children's achievements and use these to plan activities around children's individual learning aims and needs. However, they do not yet consistently review whether children have achieved the next steps identified for them, in order to track their progress towards the early learning goals.

Children are keen to communicate and older children eagerly start conversations and talk about their experiences, for instance at circle time in the morning. Children throughout the nursery enjoy stories and join in with songs

enthusiastically, and staff give lots of praise when younger children practise saying new words. Older children make marks in the writing area and begin to recognise familiar letters and the sounds that they make. Children use their problem solving skills as they explore and investigate in the sand or water tray, filling and emptying containers and watching what happens when they pour the sand through a funnel. They learn about number as they count how many bricks are in their tower, or how many children are in the line waiting to go outside. Older children make and create their own pictures and models in the creative area, using scissors to cut resources, such as recycled cups, and glue and tape to stick materials together. Younger children, meanwhile, enjoy getting messy as they explore paint with their fingers and learn how to squeeze the tube so that more paint comes out. Children of all ages show pleasure as they move their bodies to music, copying the actions as they touch their heads, shoulders, knees and toes. Children are well occupied and stimulated during the day and enjoy their time at the setting.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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

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](http://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 registration.

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.