

# Brightsparks Day Nursery

Inspection report for early years provision

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**Inspection date** 09/09/2009  
**Inspector** Rebecca Elizabeth Khabbazi

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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*.

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## **Description of the setting**

Brightsparks Day Nursery has been established in Coulsdon since 2004, and moved to its current location in 2009. The nursery is one of four settings within the Brightsparks group. The nursery operates from a single-storey, purpose built building in the grounds of the Oasis Academy in Coulsdon, which is within the London Borough Of Croydon. There is a fully enclosed area for outdoor play.

The nursery is registered on the Early Years Register to provide a maximum of 52 places for children in the early years age group. There are currently 49 children on roll. The nursery is open five days a week all year round and sessions are from 08.00-18.00. Children attend for a variety of sessions.

There are ten staff who work with the children. Of these, seven have relevant qualifications and one is working towards a qualification. The setting receives support from the local authority through an early years advisor.

## **The 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 successfully. Children are safe and secure in the welcoming, inclusive environment. Strong partnerships with parents and a good knowledge of each child's needs mean that staff provide all children with appropriate support. This helps children make good progress in their learning. Effective systems are in place to monitor and review the service provided, which ensures that the provision is responsive to the needs of all of its users.

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

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

- extend systems for activity planning to include outdoor learning opportunities
- continue to develop systems for monitoring and tracking children's progress towards the early learning goals

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

Robust recruitment procedures ensure appropriate checks are carried out on all staff to confirm they are suitable to work with children, which helps safeguard children's welfare. Staff are appropriately qualified and comprehensive induction procedures ensure they are familiar with the setting's policies and procedures and can implement them in practice. The staff manual for each group room includes clear guidance about steps to take if staff have concerns about a child, and the setting is committed to ensuring all staff have safeguarding training. All required

documentation that promotes children's health, safety and well-being is in place. Staff have clear roles and responsibilities, which ensures the setting runs smoothly on a day to day basis.

The setting strives to provide a service that is inclusive for all children and their families. Staff engage well with parents and work hard to build strong relationships. Parents receive comprehensive information about the setting through the prospectus, monthly newsletters and the notice board. They are kept up to date with their child's progress through a combination of daily discussions, contact books and regular parents evenings. Staff work closely with parents to ensure they are familiar with all children's needs and can provide the care they require. The management team regularly evaluate the provision and use feedback from staff and parents to identify developments for the future. Actions taken are well targeted to improve outcomes for children. For instance, changes have recently been made that increase parents' involvement in the assessment of children and activity planning.

## **The quality and standards of the early years provision and outcomes for children**

Children are cared for in a safe, well-organised and welcoming environment. They grow in confidence as they choose from a good range of resources throughout the nursery. Older children start to take responsibility for tidying things away so that no-one falls over them, and understand that this helps ensure that their friends stay safe. Young children begin to adopt good personal hygiene routines when they independently wash their hands at the low sink in their group room after a messy activity, and older children talk about making sure they haven't got any germs on their hands before they eat. Staff help protect children from the risk of cross-infection by carefully following nappy changing procedures and taking part in a cleaning rota to ensure the premises are clean. Children benefit from varied, freshly prepared meals and snacks, and staff ensure they are offered five portions of fruit and vegetables every day.

Children are settled and contented at the nursery. Babies and young children form strong bonds with the consistent staff who care for them, which helps them settle quickly. Older children play happily alongside their friends as they learn to share, take turns and think about how others feel. Staff make regular observations of children and use these, along with feedback from parents, to identify individual next steps for children's learning and plan activities that build on their existing knowledge and skills. Next steps are reviewed on a regular basis, but systems for monitoring and tracking children's progress towards the early learning goals are not yet fully developed. Children enjoy a good variety of experiences over the day, including a balance of adult and child-led learning opportunities. Children of all ages enjoy playing outside every day. Staff organise the outdoor area to provide experiences across all areas of learning, but outdoor learning opportunities are not currently included in the weekly planning for children's individual needs.

Children throughout the nursery enjoy stories, rhymes and books. Babies listen attentively as staff sing nursery rhymes to them, and older children remember the

words to a favourite story. Children draw and make marks as they play, and preschool children practise forming recognisable letters when they write their name on their work. Young children learn about shape and size as they use shape sorters and activity centres. Older children solve simple problems and count confidently during every day routines, for instance when they make sure there are enough cups at lunch time. Babies use their senses to handle and explore objects and materials in a treasure basket or when they enjoy splashing in a bowl of water. Children investigate the sand tray and use different tools and equipment to shape it and move it around. Young children enjoy getting messy with shaving foam, spending time exploring new sensations as it covers their hands and arms, while in the preschool children access a creative trolley with materials they can select for themselves to create pictures and models from their imaginations. Children throughout the nursery join in with songs enthusiastically, and use instruments to make music in time with the words. Children's understanding of the society in which they live is beginning to develop through discussion, stories and play resources, which helps children recognise and value the differences and similarities between themselves and others.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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