

# Bright Sparks Day Nursery

Inspection report for early years provision

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**Unique reference number** EY398107  
**Inspection date** 04/11/2009  
**Inspector** Lorraine Sparey

**Setting address** Corfe Mullen Youth Club, Blandford Road, Corfe Mullen,  
WIMBORNE, Dorset, BH21 3HQ

**Telephone number** 01202 693213

**Email**

**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 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.

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## Description of the setting

Bright Sparks Day Nursery originally registered in 2008 and changed from an individual owner to a limited company in 2009. It operates from the youth centre premises, in the village of Corfe Mullen, Dorset. The nursery uses one main room with easily accessible toilet facilities. The nursery supports children with special educational needs and children for whom English is an additional language. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is registered to provide care for a maximum of 40 children between the ages of two to eight years. There are currently 56 children on roll, 19 of whom receive funding for nursery education. The nursery is open from 8.00am to 6.00pm Monday to Friday, and includes sessions for before and after school care, plus a holiday club. Children are collected from local schools to attend the after school club.

The nursery is managed by the owner who has a Level 3 childcare qualification. She employs a team of five staff who work with the children, four of whom are qualified in early years. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because staff provide a stimulating and inclusive environment, with aspects of outstanding practice. Staff implement effective procedures to ensure that children's uniqueness is valued and their individual needs are well met. The owner is very proactive in monitoring and evaluating the provision to ensure positive outcomes for children.

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

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

- continue to improve children's health by minimising the risk of cross infection at snack time
- review staff deployment to ensure children are supported at all times with particular regard to group times and outdoor play.

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

Children are extremely well safeguarded because staff demonstrate a secure knowledge of all areas of children's health, safety and well-being. Staff regularly attend training to ensure their knowledge of child protection is up-to-date and this increases their confidence in their role in protecting children from harm and

neglect. Comprehensive risk assessments ensure that the environment and all play areas are safe and secure. All staff are given key roles in different aspects of the provision, such as safeguarding officer and a health and safety representative. All the required documentation including detailed policies and procedures are in place and shared with parents to ensure they are familiar with staff roles and responsibilities. Rigorous and robust recruitment and vetting procedures ensure that staff and adults working with the children are appropriate to do so. Comprehensive induction procedures and annual appraisals are completed to ensure that any relevant training is accessed and staff have opportunities to promote their personal development.

The environment is welcoming and child-friendly. Resources are accessible and deployed effectively to ensure children have choices in their play and learning, and good levels of support. The owner and staff are very committed to providing an inclusive environment where all children can reach their full potential. Staff have worked hard to create an excellent outdoor learning environment which children can freely access throughout the session.

All staff are proactive in monitoring and evaluating the provision. They do this through a variety of methods, such as parent questionnaires, involving the children in planning, regular meetings with other early years providers, and training. The setting has visits from the local authority and participates in ongoing assessments from the development workers to ensure that they are meeting the Early Years Foundation Stage (EYFS) framework. Staff have devised action plans to address suggestions from parents and other professionals. For example, a parent identified that they were not always fully informed about what their children had been participating in during the session. As a result, staff now complete a wipe board giving quality information about the sessions.

Staff are extremely proactive in fostering excellent relations with parents and other early years providers. They have highly effective systems to share information with parents and carers, such as regular newsletters, viewing and discussing their children's learning journeys and parent information boards which cover a wide range of subjects pertinent to young children. Parents and carers also have the opportunity to attend parent consultations and report that they are extremely pleased with the high levels of communication. Parents also report that their children participate in a wide range of activities and their children frequently ask to go to nursery even if it is not their day to attend. The staff have devised individual books for the children who attend other early years settings and regularly liaise with key staff to ensure that children's progress is enhanced. Staff are proactive in attending training with other early years professionals, such as speech therapists, to ensure effective partnerships and provide high levels of support for children with additional needs.

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

Children are confident and come running into the setting clearly demonstrating they enjoy their time in the nursery. Children have good opportunities to freely

access a wide range of stimulating resources and staff provide additional support to maximise learning opportunities. Children enjoy playing with the jungle resources, staff have labelled different items, such as camouflage and rope swing, to enhance children's learning. They enjoy finding the various animals and are keen to show a visiting adult a large display with a map of the world pointing to where the animals live in their natural environment. Children are extremely motivated in their learning and show high levels of independence both in their personal care and in their play and learning. Staff generally provide good levels of support and the setting operates a higher ratio than required. However, at particular times, such as large group sessions both indoors and whilst playing outside, staff do not always notice when children require additional support. For example, a member of staff is left alone with a group of children around 'News time'. When a child needs help to put on their shoes they have to wait. Consequently, they lost interest in the group activity. Children are making good progress in all areas of their learning because staff provide a balance of adult-led and child-led activities. Children enjoy playing with role play dressing up as fire officer, police and doctors. They use their imagination well developing their own ideas. A child tells an adult 'I am going to arrest you because you have been naughty' they go on to demonstrate how they think police officers stand and walk. Later children enjoy enthusiastically participating in a story using puppets to act out and recall parts of the story they are familiar with.

Staff demonstrate good knowledge of the EYFS and how to effectively plan for the next steps in children's learning. All staff complete spontaneous and planned observations and clearly use this information to form part of the children's learning journeys. Each child has an individual play plan which is reviewed on a regular basis to ensure they are making good progress. Parents are encouraged to be involved in their children's learning and have opportunities to complete 'What I have done at home' sheets.

Children show extremely good awareness of supporting their own safety. They actively participate in risk assessing their environment every morning and quickly recognise potential risks. A child accidentally spills their milk on the floor and another child immediately says 'Spillage, that's not good for our risk assessment'. The adult praises them and helps them to clear up the milk. At other times children remind each other to walk within the environment and to wait their turn on the outdoor equipment. Children are familiar with the evacuation procedures. A child confidently tells an adult when they hear the door and alarm, 'That's like a fire alarm, when we come to nursery we have to do a fire drill'. Children follow good hygiene procedures. They automatically wash their hands before eating and after using the toilet facilities. Children cover their mouths when they cough supporting their own health. However, during snack time children are encouraged to pick up their fruit from a shared plate and children pick up several pieces of fruit before choosing which one they will take. This practice does not support limiting the risk of cross infection. Children's physical development is well supported. They participate in sports activities with a qualified coach and music and movement with a qualified dance teacher. This is in addition to the well equipped outdoor area and visits to the local park and recreational ground.

Children's behaviour is good. They show consideration to their peers and to the

adults, often seeking out their friends to join in their play. Children support new children attending by explaining the simple rules, such as kind hands and waiting to say thank you for their food before they start eating. Children have good opportunities to learn about the wider world through projects, such as celebrating Diwali where the children make clay pots.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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	1
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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## **Annex B: the Childcare Register**

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

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