

Bright Sparks

Inspection report for early years provision

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Inspection date	16/11/2009
Inspector	Gillian Walley
Setting address	Warden House Primary School, Birdwood Avenue, Deal, Kent, CT14 9SF
Telephone number	01304 389852
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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 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 Childcare Centre opened in its new premises in 2004. It operates from one large room within a modular building, in the grounds of Warden House Primary School in Deal, Kent. The setting serves the local area and surrounding villages. There are currently 55 children from two to under five years on roll. This includes 41 funded three and four-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special educational needs and/or disabilities and children who are learning English as an additional language. There is disabled access for adults and children. The group opens five days a week throughout the year. Sessions are from 08.00 until 16.00. There are ten staff who work with the children on a rota basis, seven of whom hold appropriate early years qualifications. There are two members of staff currently working towards a recognised early years qualification. The setting receives support from a qualified teacher from the Local Authority. The setting works closely alongside the school and in partnership with reception teachers from Warden House Primary School. The setting is on the Early Years and the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision at Bright Sparks Childcare Centre is good. It meets the needs of all children well, including those who have special education needs and/or disabilities and those who are learning English as an additional language. There is good capacity to improve because the manager and her staff evaluate the provision well and accurately identify steps they can take to improve further. Partnerships with parents and with external agencies are strong and provide good support for children who may need it so that they can make good progress in their learning and development.

What steps need to be taken to improve provision further?

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

- extend the current system of record keeping so that children's progress in each area of learning can be compared and monitored
- provide more opportunities for independent learning in the outdoor environment by displaying letters and sounds the children have learned in the classroom.

The effectiveness of leadership and management of the early years provision

Leadership and management are good at embedding ambition and driving improvement. The well qualified and experienced team work well together. They

meet frequently to review their practice so they can identify areas for improvement. They regularly update their skills by attending training, for example, in improving working relationships with parents and renewing their first aid qualifications. Arrangements for safeguarding are good. The premises are safe and secure and a comprehensive range of policies and procedures are fully in place to protect the children at all times.

Many improvements have been made since the last inspection. In particular, policies and procedures are regularly reviewed and adults are using assessment information well to ensure that all children have full access to the learning. The inclusive nature of the centre's ethos ensures that it pays good regard to promoting equality of opportunity for all children.

Adults are skilled in all aspects of the Early Years Foundation Stage curriculum and are deployed well to support children's learning. Adults have a good understanding of how to make the best use of resources. For example, good partnerships with other agencies help families of children have specific needs and find learning more difficult. There are good links with the adjoining primary school and others in the locality so that children are supported well when they move to primary school.

The school's partnership with parents is good. Staff work very closely with parents and carers as partners in their child's learning. Thorough and detailed records are kept which parents can see any time so they can check on the progress their children are making. Parents also complete diaries which tell the staff about their children's achievements at home. This information is used well; alongside teams own detailed observations, to identify the next steps in learning.

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

The provision at Bright Sparks is good. Procedures for assessing how well children are doing are good and give staff accurate information from which to plan the next steps in learning. Detailed records and observations are used well to monitor progress in all areas of learning. However, staff are keen to find new ways of using this information to ensure that children's progress in each area of learning can be more easily compared and monitored.

Children make good progress in all areas of their learning and development because staff are skilful at planning enjoyable and challenging opportunities for them. For example, some of the children wanted to find out more about bugs so they spent time outdoors looking for them. They eventually found some 'creepy crawlies' and began comparing them, counting them and making impressive drawings. They then helped clean out the tank for their giant snails and made impressive spiders webs. As a result, they made good progress with their counting as well as their speaking and listening skills.

The atmosphere is calm and children behave well. Adults encourage them to talk about their learning and to solve problems. When the children sit as a group they listen politely to one another and take turns to talk. Adults value what they have to

say and this builds their confidence and self esteem.

The indoor environment is attractive and well organised. There are areas for writing, enjoying books and joining in creative and physical activities. Children develop their computer skills well and enjoy exploring sounds and textures in the sensory room. Their work is carefully displayed throughout the centre. This adds much to their enjoyment of learning and raising their self-esteem.

The outdoor learning area is a safe with many opportunities for imaginative play and growing plants. The pupils are particularly fond of caring for their pet rabbit that lives outside. This adds much to their knowledge of the living world and their understanding of responsibility. The adults use the outdoor area well to develop the children's understanding of number by displaying numbers and referring to them. However, there are missed opportunities for the children to develop their knowledge of letters or sounds in order to reinforce their learning in the classroom.

Adults use questions well to encourage children to talk about their learning and to extend their vocabulary. As a result, they make good progress in their speaking and listening skills. Children enjoy coming to Bright Sparks, and particularly like making friends, singing and playing outdoors. They learn about the importance of healthy lifestyles and enjoy eating healthy snacks. They are encouraged to protect themselves from infection, for example, by always washing their hands before they eat or after messy play. They have a good understanding of how to keep themselves safe. For example, when the children went on the bug hunt they lined up and waited patiently until everyone was ready. They are encouraged to be independent when putting on their own coats and boots when they go out to play. They also learn about different customs and festivals, for example Eid, Divali and Chinese New Year.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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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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