

Bright Sparks Child Care (Castleford)

Inspection report for early years provision

Unique reference number EY405434
Inspection date 21/06/2010
Inspector Lindsay Helen Dobson

Setting address Poplar Avenue, Castleford, West Yorkshire, WF10 3QJ

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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 Child Care is run by a private partnership and has been operational on the same site since 2004. The nursery operates from a modular building situated within Townville Infant School grounds, in Castleford. There are two main children's play rooms and children have access to an enclosed outdoor play area.

The setting is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register. They may care for a maximum of 40 children between two years and eight years, all of whom may be in the early years age group. The nursery serves the local and surrounding areas and operates Monday to Friday, 50 weeks of the year, from 7.30am until 5.45pm. There are currently 161 children on roll, 98 of whom are in the early years age group. The setting supports children who have English as an additional language and children who have special educational needs and/or disabilities.

There are 11 staff working with the children, all of whom hold a relevant qualification. The setting receives support from the local authority, and are members of the National Day Nursery Association and the Early Years Consultation.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are at the heart of all that happens in the nursery. They and their families are warmly welcomed and staff demonstrate through their everyday practice, enthusiasm and professionalism that each child is valued and included. Staff thoughtfully organise the environment and plan overall an exciting range of experiences for children that help them to make good progress in their learning and development. Children's welfare is effectively promoted and all children show a strong sense of security and belonging within the setting. The nursery demonstrates a good capacity for improvement. Regular monitoring and evaluation of all aspects of the provision contributes to the identification of targets and priorities that will have the most impact on outcomes for children.

What steps need to be taken to improve provision further?

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

- display and learn words from home languages used by children in the setting and invite parents to contribute to them. Seeing and hearing their languages reflected in this way will encourage children and parents to feel involved and valued
- review the layout and organisation of the setting to enable children to make independent choices between playing indoors and outdoors.

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of how to safeguard children and clear child protection procedures are in place. A comprehensive safeguarding policy shared with staff and parents ensures that all adults are well aware of their individual and collective roles and responsibilities. Effective risk assessments ensure that any potential risks to children are promptly identified and minimised, and robust vetting procedures ensure that all adults working with children are suitable to do so. Documentation is well maintained and a range of fully inclusive and comprehensive policies and procedures are regularly reviewed and work well in practice. All staff have attended a good range of relevant training and this is reflected in their good practice and desire for improvement.

The leadership and management of the setting is strong. Children benefit from the enthusiastic and committed management team who strive to make the environment attractive and welcoming to all. Regular communication between staff and management means that good practice and the desire to make the setting the best that they can is encouraged and shared. Reflective practice is ongoing at all levels, with constant monitoring and evaluating leading to continuous improvement. Parents are invited to express their views, both formally and informally. For example, parents complete questionnaires and engage in daily chats, during the inspection parent's comment positively on many aspects of the nursery. For example, they praise the welcoming, friendly staff and the wide variety of experiences available to their children.

Systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff utilise available support mechanisms to enhance children's experiences and development, for example, speech and language therapists. Positive images of diversity are evident throughout the nursery, children access a sound range of resources and staff invite parents to share their cultural celebrations with the children in the nursery. Staff carefully consider the needs of individual children when planning and implementing activities. However, children who have English as an additional language are not always fully supported as key words of their home language are not known by staff and labelling around the setting is not multilingual.

Staff work effectively in partnership with parents and others to improve outcomes for children. Flexible settling in procedures provide reassurance for parents and allow children to settle at their own pace. A wealth of information is exchanged during initial visits, and on an ongoing basis between staff and parents to ensure consistency of care. Strong links have been forged with other providers of the Early Years Foundation Stage which ensures a consistent approach to learning and transition arrangements for children are very good. Staff actively seek and receive support and advice from the local authority advisory team.

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

Children are happy, secure and making good progress in relation to their starting points. They eagerly participate in the wide range of activities on offer and display good levels of independence. Children are well behaved, and treat others and property with care and respect. They help to tidy away resources and more able children help with some everyday tasks, they take the onus for set areas of the setting and enjoy the roles of book monitor, line leader and fruit monitor. This helps children to develop a sense of responsibility and increases their self-esteem. Staff lead by their positive example and encourage an atmosphere of cooperation and calm. Children's good behaviour and effort is consistently recognised and rewarded.

Staff demonstrate a strong knowledge and understanding of how children learn and develop. They help to prepare children for future life by increasing their language and communication skills, and their ability to problem solve and use technology. All children are provided with a good range of resources that encourage them to investigate and explore using all of their senses. Staff observe children on a regular basis and thoughtfully use what they see and information gained from parents to help plan for the next steps in children's learning. Each child is valued for who they are and staff carefully consider the different needs of individual and groups of children and adapt experiences as necessary.

Children show a strong interest in books. Comfortable areas in each room invite them to sit and either look at books or listen to stories. Staff cleverly engage children's attention during story and singing time through the use of props, asking them questions and getting them to look at the pictures. This helps children to develop their language and vocabulary skills. Counting is threaded through most activities and there are lots of quality resources that help children match, sort and recognise shapes. Children of all ages have good opportunities to develop their knowledge and understanding of the world, in particular information technology. Resources to support this learning such as computers, walkie-talkies and programmable toys are freely available and both younger and more able children demonstrate a good understanding of how these work and what they do. Children's awareness of their local community and the world around them is promoted through a range of hands on experiences, for example, visits from the police and fire service and planned activities, such as parents coming to the setting to introduce their cultural celebrations to the children.

Children enjoy planned sessions of physical exercise and this is gained through a variety of activities which includes indoor and outdoor play. The outdoor play area has recently undergone some refurbishment and development to extend it, and the purchasing of new resources has added to the stimulation and fun the children can have in this area. It is thoughtfully organised to excite children's senses and provide them with space and the opportunity to experience nature, use a range of physical play equipment and continue to challenge their own skills and learning. However, the current structure of the nursery building does not allow children to have free and independent access to the outdoor play area which hinders their

outdoor learning opportunities. Children adopt healthy practices and show that they are developing a secure understanding of how to live a healthy lifestyle. They wash their hands regularly, access tissues at appropriate times and enjoy a variety of healthy snacks. Children are learning about the benefits of a balanced diet through discussion, planned experiences and a range of cooking and baking activities. Parents provide their children with packed lunches and staff encourage them to send their children with healthy options.

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

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

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

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