

Bright Sparks

Inspection report for early years provision

Unique reference number EY275240
Inspection date 30/03/2010
Inspector Isobel Randall

Setting address Andrews Lane Primary School, Cheshunt, Waltham Cross,
Hertfordshire, EN7 6LB

Telephone number 01992 623065

Email

Type of setting Childcare on non-domestic premises

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Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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 pre-school opened in 2004 and operates from the nursery classroom in Andrews Lane Primary School in Cheshunt. The pre-school is open on Monday, Tuesday, Thursday and Friday from 12:15pm until 3:15pm during term time. It is registered on the Early Years Register, the compulsory Childcare Register and the voluntary Childcare Register. A maximum of 25 children aged from two years nine months to five years may attend the group at any one time. There are currently 13 children on roll and, of these, 11 children receive funding for nursery education. The pre-school supports children with learning difficulties and/or disabilities and those who speak English as an additional language. There is good access and facilities for disabled children. The setting employs four staff, with the manager qualified at Level 4 and the others all at Level 3 in relevant childcare certification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school meets children's needs well as a result of excellent care for their well-being coupled with good attention to their development. Attention to children's individual needs is met well through a wide range of appropriate resources and activities, so that the provision is inclusive. Systems to keep children safe are excellent. The committee and staff evaluate their practices and impact very thoroughly with reference to the local authority standards assurance scheme, and so have a good capacity to improve.

What steps need to be taken to improve provision further?

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

- use observations to plan for next steps for individual children
- implement strategies to encourage children to communicate orally.

The effectiveness of leadership and management of the early years provision

The exceptionally well-led pre-school places a high emphasis on the health and safety of the children, so that provision in these areas is outstanding. Recruitment practices ensure that all adults are suitable to work with children. All staff are trained to provide first aid for children. All are fully informed about child protection issues and procedures within the setting. Boundaries are very safe and well monitored. Daily checks cover all areas of potential risk, while exceptional activities such as the raising of a batch of chickens have separate risk assessments. There is excellent attention to children's safety in the environment and hygiene is given constant attention.

Staff and the committee examine all of their practice in detail to look for areas in

which they can improve. They work extremely well in partnership with the host school, whose head teacher chairs their committee and whose nursery premises they share. Self-assessment is good, with staff having an excellent desire to drive improvement. They observe children daily, using their notes to inform overall planning, although they do not yet identify the next steps for each child. However, they give close attention to the understanding of children for whom English is an additional language and children with special educational needs and/or disabilities. Planning based on the Early Years Foundation Framework has a particular focus on extending children's knowledge of words, although adults place less emphasis on requiring the children to express their views. As a result the children are quiet, expressing themselves often in actions rather than words, although they demonstrate a good understanding of terms newly introduced.

The good range of resources is well used to promote good development and equality and diversity. Adults encourage children to use new technologies, for example showing them how to use the mouse on a computer and providing incentives for them to do so. They provide a range of activities that engage the children's attention well in a variety of experiences. Whilst making Easter cakes, adults plan for children to explore texture, learning words to describe this and count the number of eggs they choose to decorate their cake with. They use outdoor equipment effectively to cover all areas of development, for example they encourage children to take exercise, share equipment, role-play shopping for fruit and vegetables and balance on climbing equipment.

The setting engages excellently with parents. Parents' high value for the pre-school is demonstrated in their positive response to the setting's questionnaires that are full of praise with no criticisms. Although they are clearly informed about how to complain, no-one has done so. Consultation evenings and written reports are provided regularly, and staff talk at length with parents every day about the children's experiences. Parents are encouraged to examine and also to contribute to the children's learning journals, consisting of examples of their work and photographs of their actions annotated with their achievements. Some parents provide information from home to support the evidence in them. When children join the pre-school, parents are asked to provide information about their strengths and preferences so that they settle down quickly. Parents and staff are therefore highly collaborative in promoting the children's progress.

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

Children settle down well in the friendly and interesting atmosphere of the pre-school. They quickly learn to feel extremely safe and confident in the care of their key worker, who helps them to explore their new environment and shows them what they can do with equipment. As a result, almost all of the children are well involved in the range of activities and enjoy the routine. The more retiring children enjoy the comfort given to them by the staff, and so do settle down very well.

In general the children's learning and enjoyment are good, with an area of strength being their recognition of numbers and sequencing events, but less so in

their oral communication. They learn routines such as identifying the day and choosing a sign to describe the weather, then helping the adults to make a visual timetable so that they know what they can expect each day. All of the children show a high level of interest in the hatching and rearing of a batch of chickens. They enjoy making cakes such as the Easter cakes that they mixed and decorated, with almost all able to count the four or five decorations on their cakes. Almost all are very quiet, so that when adults ask them a question they are content to leave the duty of responding to one of the few children who wishes to do so. However, they do demonstrate in their actions that they understand what is being said to them, and grasp the ideas such as hard, soft and melting that are introduced when making the cakes. Some talk about what they are doing, especially when playing with the computer. When playing out of doors they learn quickly to share and to take turns. They can, when asked, choose a specific fruit or vegetable from the store where they role-play shopping, and know when they have one example of every type.

The children's adoption of healthy lifestyles is excellent. They know that their snack is healthy. Children expect to wash their hands after events when they could possibly become dirty. For example, all washed their hands before their snack and after being allowed to hold one of the chickens. The children are helpful in that they help to tidy their equipment after play, and to clear up after their snack. Adults encourage them to share and they are learning to do so. They are therefore learning well about how to make a positive contribution.

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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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	1
The extent to which children adopt healthy lifestyles	1
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