



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 110269

DfES Number: 513637

INSPECTION DETAILS

Inspection Date	13/11/2003
Inspector Name	Sheila Collins

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Bright Sparks Nursery School
Setting Address	East Woodhay Village Hall Heath End Newbury Berkshire RG20 0AP

REGISTERED PROVIDER DETAILS

Name	Mrs Cherida Felicity Daniel
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Bright Sparks Nursery School opened in 1996. The nursery school meets in East Woodhay Village Hall, which is situated in Heath End, a rural village to the south of Newbury. It operates from the main hall with the annexe used for sessions for older children. Children attending come from the local area and also travel from places farther a field such as Newbury.

There are currently thirty seven children on roll aged from two years to five years. This includes twenty nine children in receipt of nursery education funding, twenty eight of whom are three year olds. There are currently a number of children with special needs attending.

The nursery school operates five days per week during school terms and offers children a variety of sessions. Opening times are 9:00 to 15:00 on Mondays, Wednesdays and Thursdays and 9:00 to 12:15 on Tuesdays and Fridays.

A staff team of seven, including the owner work with the children. Of these three staff members have appropriate early years qualifications. A fourth member of staff holds a level two qualification. Another member of staff is currently working towards a Diploma in Preschool Practice, with a colleague due to start a similar course in January 2004.

The nursery school receives support from the Early Education and Childcare Unit.

How good is the Day Care?

Bright Sparks Nursery School provides a good standard of care for children. All aspects of the provision are well organised and the operational plan works well in practice. Effective use is made of the staff, space and resources to ensure that the environment is welcoming and child orientated. There is a good variety of activities for the children to take part in, which promote all areas of their development. The nursery school is well resourced and all children have the opportunity to select toys and equipment for themselves.

Risk assessments are carried out regularly to ensure that the building and the outside play area are safe and secure for the children. Staff are vigilant to ensure the children's safety at all times. They promote good hygiene practices with the children through everyday routines. They have appropriate expectations of children's behaviour and praise and encourage the children. As a result children's behaviour is generally good. A staff member with a first aid qualification is on hand at every session and all staff are aware of procedures to be followed in the event of an accident or if they have concerns about the welfare of a child.

Staff know the individual needs of the children attending. Regular observations are carried out on all children to ensure their well being and that their development and learning targets are met. There is an effective curriculum in place and all appropriate documentation needed is in place.

There is a good partnership with parents in place. Parents have access to the policies and procedures which are followed by the nursery school. They are able to discuss their child's progress both formally and informally and are kept up to date with events in the nursery by notices and newsletters.

What has improved since the last inspection?

Not applicable as last inspection was transition inspection.

What is being done well?

- Staff plan a wide range of practical fun activities which promote all areas of children's learning and development.
- Staff know the individual needs of all the children.
- Staff are vigilant to ensure the safety and well being of the children at all times.
- Staff use praise and encouragement to promote acceptable behaviour.
- Staff ensure that both children and parents are made to feel welcome in the nursery school.

What needs to be improved?

- the need to ensure that the written accident and incident records kept are in a format which ensures confidentiality
- the recording of when children arrive late or leave early in the register.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Ensure that confidentiality is maintained when sharing accident records with the parents.
11	Ensure that confidentiality is maintained when sharing written incident records with parents.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Bright Sparks Nursery School offers good quality provision which enables the children to make very good progress towards the early learning goals. Staff have appropriate expectations of children in their personal, social and emotional development. Children are making very good progress in the areas of communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development. The teaching is very good with most staff having a secure knowledge of how children learn. There is an effective curriculum in place with a wide range of planned activities to interest the children and to sustain their efforts. There are good resources for all areas of learning but there are limited opportunities for older children to select resources for themselves.

Relationships between staff and children are good. As a result the children are confident and generally behave well. Staff know the individual needs of all children and assess their learning and development regularly, using a format linked to the early learning goals. Children's assessments are then used to inform the planning. Parents are informed both formally and informally about their child's achievements and progress, and have opportunities to contribute to and see the written records kept on their child.

Leadership and management is very good. The owner works alongside her staff with the children. The owner supports her staff and with them, undertakes regular training to update knowledge and extend good practice.

The nursery school has a good partnership with parents and carers and they are made welcome. The written information about the nursery school is comprehensive. Themes and plans are posted on the parent's notice board and regular newsletters are sent produced to keep them up to date with events. Parents are able to involve themselves in their child's learning by contributing items for themes and the nursery is to explore ways to extend this.

What is being done well?

- The children are confident and engage easily in conversations with each other and adults and relationships between staff and children are good.
- Staff have appropriate expectations of children's behaviour and use praise and encouragement to build on their self confidence and self esteem.
- Effective curriculum in place with a wide range of planned activities which interest the children and sustain their efforts.
- Relationships with parents are good.

What needs to be improved?
<ul style="list-style-type: none">● the opportunities for older children to select own resources, tools and materials● the opportunities for parents to be more involved in their child's learning.

What has improved since the last inspection?
The nursery school was asked to enable children to express themselves more freely in their painting by reviewing the provision for art, which has been done.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children have positive attitudes to learning and each other and are keen to be involved in activities. Staff have appropriate expectations of children's behaviour. As a result children's behaviour is good. Staff praise, encourage and support them, which helps to build their self confidence and self esteem. Children are learning to take turns, work co-operatively, share fairly and to show consideration for others. There are opportunities for all children to be independent but these are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are becoming confident speakers and are learning to listen well to each other and adults. They listen to and respond to stories with enjoyment. They use appropriate language to recall events, to express ideas and feelings. Children are given opportunities for practicing pre -reading, letter formation, linking sounds and letters and independent writing, on a daily basis.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Many children able to count to 10 and beyond with understanding. Children are learning to use numbers and have an understanding of addition and subtraction. Children are learning through a range of practical activities to use comparative language such as big and little, full and empty, less than, more than and to use language appropriate to quantity, shape, space and size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children take part in a wide range of activities, both in and out of doors, which enable them to learn through first hand experiences. They are learning about their world, their environment and the sequence of events in their lives. They are confident when describing their own experiences. Children have an understanding of their own culture and country and are learning about others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Through planned activities and everyday routines children are developing good co ordination, spatial awareness and small and gross motor skills. They move confidently around the nursery environment and enjoy a wide range of activities both in and out of doors. The children understand the importance of good hygiene practices and are aware of the changes which happen to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children express their ideas and feelings through a range of activities. They take part in imaginative role play. They have opportunities to sing familiar rhymes and make their own music. Children know their basic colours and have opportunities to use and explore different textures and media in their art and play activities. Opportunities are missed for older children to select own materials, resources and tools when taking part in craft activities.</p>	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration
- give older children more opportunities to select own resources, tools and materials
- provide more opportunities for parents to be involved in their child's learning.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.