



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127047

DfES Number: 517718

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Vanessa Wood

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bright Sparks Pre-School
Setting Address Social Club Hall
Sycamore Drive
Swanley
Kent
BR8 7AY

REGISTERED PROVIDER DETAILS

Name The Committee of Bright Sparks Pre School

ORGANISATION DETAILS

Name Bright Sparks Pre School
Address Social Club Hall
Sycamore Drive
Swanley
Kent
BR8 7BT

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 Pre School opened in 1995 and operates from two rooms in the Child Centre at Swanley, Kent.

A maximum of 40 children may attend the pre school at any one time. The pre school is open each weekday from 09:15 until 11.45 and for afternoon sessions from 12:30 until 15:00 for 37 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 54 children aged from 2 years to 5 years on roll. Of these 33 children receive funding for nursery education. Children come from a wide catchment area. The pre school currently supports four children with special educational needs and one child who speaks English as an additional language.

The pre school employs ten staff. Six staff, including the manager, hold appropriate early years qualifications.

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

How effective is the nursery education?

The provision for nursery education at Bright Sparks Pre School is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals and very good progress in Personal, Social and Emotional Development, Mathematical Development, Knowledge and Understanding of the World and Creative Development.

The quality of teaching is generally good. The staff have a good understanding of the curriculum and how children develop and learn. They plan a range of activities, based on a theme, that help children progress well in the six areas of learning, although planning of physical play and organisation of the area to promote communication, language and literacy could be improved. Sessions are well planned and there is a rising 5's group where activities can be extended for more able children. Staff explain activities clearly and use questions that encourage children to think and use their imagination. There is a good balance of adult directed and child initiated activities. Relationships with children are positive, with staff using praise and encouragement to promote children's self esteem and good behaviour. Staff assess children's learning against the stepping stones and early learning goals and use this information to plan what children should do next.

Leadership and management is very good. Staff understand their roles and responsibilities within the setting and work well together as a team. Staff are committed to providing a high standard of education and their practice is reviewed regularly. Organisation and deployment of staff is good to ensure children are supported in their play.

Partnership with parents is very good. Parents are given regular information about the education programme through newsletters and they are regularly invited to discuss their child's progress towards the early learning goals. All information is shared.

What is being done well?

- Staff use good strategies to promote good behaviour and consideration for others. They give children clear instructions and help them understand the impact of unacceptable behaviour on others.
- Staff have a clear understanding of the curriculum for the foundation stage and the quality.
- The curriculum is well planned in most areas and provides a challenge for all children. There is a good balance of adult directed and child initiated activities.
- Partnership with parents is strong. Staff foster a good relationship with parents and all information is shared.

What needs to be improved?

- the planning of physical play
- the organisation of the area to promote communication, language and literacy.

What has improved since the last inspection?

Very good progress has been made since the last inspection and the two key issues have been met. One member of staff has attended training on children with special educational needs and staff have developed the special educational needs policy to ensure that it relates closely to the DfEE 1994 Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are built up by staff who are sensitive to their needs and know them well. Children at the rising 5's group are encouraged to be independent in all areas of play. They choose between activities, select resources for themselves, and take care of their personal needs, such as washing their hands and cleaning their teeth. Children learn to share and take turns and to be polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and enjoy relating significant events to their friends and to staff. Children listen attentively to stories and enjoy completing rhyming sentences. Children recognise their names and recognise the sounds of letters. A more creative approach could be developed to give children the opportunity to explore writing for a purpose.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They choose number activities during free play and enjoy number rhymes and songs. Children understand the concept of simple addition and subtraction and can say what is one more or one less. Children's understanding of space, shape and measure is developing well. They recognise simple shapes and match cards correctly. They solve problems of shape and size as they construct with different materials.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to understand the world they live in through themed projects and visits from people from the local community. They talk about people and events in their lives and are beginning to understand past and present. Planned activities help children notice changes that occur in nature, for example when growing mustard and cress from seeds. Children have good opportunities to explore technology and are becoming skilled at using the computer

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to develop their fine motor skills through the use of a range of tools and construction materials. Themed projects help children to understand about health and their bodies. Less successful is the planning of large physical activities and in particular the use of the outside play area.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children confidently express their ideas using a range of media and materials whereby they can explore texture, shape and colour. Role play activities are varied and interesting for example the doctors surgery and the fruit stall. Children participate enthusiastically in singing well known songs with actions.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- ensure that physical activities are planned for each day with particular attention to the planning of the outside area to promote children's gross physical movement
- develop the area which promotes communication, language and literacy by providing more resources to help children to use their imagination and encourage them to write for a purpose.

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.