



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY279775

DfES Number: 532974

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Denise Rosemary Olsson-Hildick

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bright Sparks Day Nursery
Setting Address Richard Challoner School
Manor Drive North
New Malden
Surrey
KT3 5PE

REGISTERED PROVIDER DETAILS

Name Miss Helen Simpson

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

Brightsparks Day Nursery opened in April 2004. It operates from four rooms in a purpose-built modular building in the grounds of Richard Challoner Secondary School in Malden Manor and serves the local community. It is located close to a local park, shops, bus and train services.

The nursery is registered to care for 40 children, 15 of whom may be under 2 years old at any one session. The group opens 5 days a week, all year round. Sessions run from 08:00 to 13:00 or 13:00 to 18:00. There are currently 44 children aged 3 months to 5 years on roll. This includes 4 funded 3 year olds. Children attend for a variety of sessions. The setting supports children with a special need and those who speak English as an additional language.

One part time and seven full time staff work with the children. Over half the staff have Early Years qualifications equivalent to NVQ level 2 or 3. One member of staff is currently working towards a recognised early years qualification.

The setting receives support from the local Early Years Development and Childcare Partnership. The methods of care and learning promote the Foundation Stages of Learning and Birth to Three Matters.

How good is the Day Care?

Brightsparks provides a good standard of care. All essential checks are in place. The group has a high staff : child ratio. Recruitment and training issues are efficiently addressed and organised. Most policies and records relating to all standards are in place and reviewed regularly.

The routine allows opportunities for indoor and outdoor play, rest and meals. All staff have a warm relationship with children talking to and about them with understanding, pride and affection, taking into account individual need, temperament, ability and interests, though sometimes the routine takes precedence over maintaining a homely atmosphere or engaging in conversation with children. There is easy access

to a wide variety and quantity of toys, materials and stimulating activities. All children are made welcome, their differences valued and their needs met regardless of gender, ethnic origin, background, ability, religion or language. Some materials present a positive image of people from minority groups. Meals are varied and nutritious, using organic products where possible, accommodating children's individual dietary needs and care is taken to comply with parent's wishes. Children are given drinks regularly and those who are unable to ask have a non-spill cup or bottle readily available. Snacks are healthy and nutritious.

The environment is spacious, clean, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space. Safety and hygiene arrangements, with some exceptions, are of an acceptable standard.

Relationships with parents are warm and mutually respectful. Staff work in harmony and partnership, making sustained efforts to support and engage them in an open, honest manner. Staff have a working knowledge of the signs and symptoms exhibited by a child who may have been abused and what action should be taken.

What has improved since the last inspection?

This is the first inspection following registration.

What is being done well?

- Staff members are responsive to and understanding of individual children's temperament, characteristics, interests and needs. This ensures warm relationships are maintained and nurtured.
- The environment is spacious, clean, warm, well-maintained, appropriately furnished and organised to allow children access to the entire area and outside play space.
- Meals are varied and nutritious, accommodating children's individual dietary needs. Drinks are readily available. Care is taken to comply with parent's wishes. This ensures children develop good eating habits.
- Parents take an active role in the group, are supportive and approving of the nursery philosophy and work in harmony and partnership with staff. This ensures children feel welcome and secure.

What needs to be improved?

- the routine, timetable and approach in order to ensure the provision of a homely environment where all staff engage children in meaningful conversations
- the safety and hygiene arrangements relating to changing children's nappies and access to hazardous materials.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

Since registration Ofsted have not received any complaints about this provider.

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
3	Develop the routine, environment and opportunities with a view to ensuring children play in a homely environment that includes opportunities to engage in meaningful conversations.
6	Ensure good safety and hygiene practice is developed in relation to changing tables and access to rooms where hazardous materials are stored.

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

How effective is the nursery education?

Bright Sparks Day Nursery offers high quality nursery education where children are making very good progress towards the early learning goals.

Teaching is very good. Staff's sound knowledge of the foundation stage enable them to plan a range of challenge interesting activities. Staff know the children well and build good relationships with them. They provide a harmonious environment where children can learn at their own pace. Effective use of observation and assessments inform planning and identify gaps in learning. Rooms are well organised to promote the six areas of learning and to enable children to access high quality resource and enjoy their play. However, the organisation of snack times do not always acknowledge children's independence. Staff are sensitive to the needs of the children and manage their behaviour well.

Through interaction and communication staff ensure all the children are involved. The programme for communication, language and literacy enables children to use art, text and role play to develop their communication skills. Group times are well organised and provide opportunities for children to evaluate their play. The organisation of outdoor space supports the programme for physical development well.

Leadership and management of the setting is effective, with clear plans in place for ongoing development. The manager is committed to providing good quality education for children and these aims are clearly understood by staff. Her hands on approach and regular meetings with staff, ensures staff are confident in their delivery of the early learning goals.

The partnership with parents is well established and parents receive comprehensive written information about the early learning goals. Staff value parents as first educators and provide good opportunities for them to contribute to their children's learning. There are many opportunities for parents to look at their children's profile and discuss their progress.

What is being done well?

- Staff's ability to create a harmonious learning environment where children can select high quality resources to support play covering the six areas of learning.
- Children are confident, display high levels of involvement and enjoy participating in group focused activities.
- The programme for communication, language and literacy is well resourced and children play enthusiastically.
- The sound relationships between staff and children. Staff are sensitive to the

needs of the children and through interaction ensure all children are involved.

- The organisation of outdoor play to support the programme for physical development.
- The manager and leadership are strong and provide good support, ensuring staff are secure in their delivery of the early learning goals.
- The partnership with parents is well established, staff value their contribution as first educators for their children and provide them with good written information about the curriculum.

What needs to be improved?

- the organisation of snack time to promote children's independence.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and motivated to learn. They play enthusiastically and concentrate for a long time at chosen activities. Children make good relationships with each other and staff, they show concern for other's feelings. Children are well behaved and respond positively to staff requests. Good links are made with the local community and visits to local establishments serve to support topics. Children engage in meaningful conversations about activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children interact confidently with staff and each other and clearly make their needs known. They listen enthusiastically to stories and wait for appropriate time to join in. Bright coloured posters, simple captions and access to a range of books enable children to understand that print carries meaning. There are good opportunities to use phonics to explore letter sounds. Children practice writing for a variety of purposes, they write letters and trace around letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters and use numbers in everyday situations. They count items in the nursery and use hand prints to complete height chart. They explore addition and subtraction during the daily routines. Good use of mathematical language to compare shapes size and length. Children use a variety of pegs and boards to recreate patterns. Children explore numbers and use number cards to chart life cycle of ducks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's learning of the natural world is supported well through themed activities planting, growing and closely examining living features. There are lots of opportunities for children to investigate and ask how things happen and how they work. They engage in activities and closely look at differences. Children learn about technology and operate computer to carry out simple programmes. The celebration of festivals are main features of the curriculum.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A large complex climbing frame enables children to confidently move around obstacles and in and out of small spaces. They engage in activities which promote their hand and eye co-ordination. Children observe a high level of personal hygiene and recognise changes to their body when they are active. The ability to skilfully handle a range of small and large equipment is well established. Children explore malleable materials to make recognisable objects.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use a range of textured materials to create their own designs. Daily use of the painting easel provide an opportunity to explore colour and apply paint. Children play imaginatively during role play, they made good use of dressing up clothes to extend their play. Music and movement are regular features of the setting. Children explore sound and tap out simple rhythms. They use a range of costumes and art to reinact favourite stories.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- the organisation of meal times to encourage children's independence.

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.