



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251675

DfES Number: 530677

INSPECTION DETAILS

Inspection Date 01/11/2004
Inspector Name Hazel Meadows

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bright Sparks Nursery
Setting Address St Peter's Church
Stoke Park Drive
Ipswich
Suffolk
IP2 9TH

REGISTERED PROVIDER DETAILS

Name The Committee of Bright Sparks Nursery 1029220

ORGANISATION DETAILS

Name Bright Sparks Nursery
Address St Peter's Church
Stoke Park Drive
Ipswich
Suffolk
IP2 9TH

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 opened in 2001. It superseded Stoke Park Playgroup which formerly operated from the same premises.

It operates from two rooms, one very large playroom and a smaller committee room, in St Peter's Church Hall and is situated in south west Ipswich. A maximum of 34 children may attend the playgroup at any one time. The playgroup is open Monday to Friday from 09:30 until 12:00 term time only. It also offers an optional lunch club between 12:00 and 13:00.

There is a secure outdoor play area which has a safety surface.

There are currently 50 children aged from two years to under five years on roll. Of these, 26 children receive funding for nursery education. Children come from the local area. The playgroup currently supports a number of children with special educational needs, and also supports children who speak English as an additional language.

The playgroup employs ten staff. Six of the staff, including the manager hold appropriate early years qualifications. One member of staff is working towards a qualification.

How good is the Day Care?

Bright Sparks Nursery provides satisfactory care for children aged two to five years.

The playgroup is attractive and welcoming for children and their parents and staff are friendly and approachable. Staff plan and provide a range of play activities, usually linked to a theme, to encourage children's development in all areas.

The group is inclusive in its practice and staff value children as individuals. Staff have a positive approach to diversity and promote equality of opportunity, which could be further reflected in the resources available. Staff ensure the premises are kept safe and secure however improvements are required to the registration system

to ensure clarity and accuracy at all times. They promote and carry out good health and hygiene practices.

Two rooms are registered at St Peters church hall to offer a level of flexibility, however, at times, the playgroup is exceeding the National Standards' requirement of not more than 26 children per group and needs to ensure compliance with the National Standards at all times.

The temperature in both of the playrooms is very cool.

Staff work in partnership with the parents and parents are welcome in the group. There is a voluntary rota and parents are involved on the committee. An welcome pack is available to all new parents and they are kept informed of events via notice boards in the foyer and main playroom. It is planned to increase communication with parents via Parent Open days in the future to offer more opportunity for parents to talk to their child's key worker and discuss their child's progress.

There is an active and supportive committee which has sustained the group through times of staff changes. The current staff group are developing well as a team and have a commitment to ongoing training and development and to the improvement of the playgroup. All the necessary documentation is in place and well kept and up to date.

What has improved since the last inspection?

At the last inspection the group agreed to ensure suitable person checks were completed on the office worker. A DC2 was submitted and CRB clearance has now been received.

The group also agreed to ensure that children do not have access to the male toilets, stairs, kitchen or the church and that hallway cupboards are inaccessible to children. Stair gates and catches have now been fitted to ensure children cannot access these areas.

What is being done well?

- Staff plan and provide a range of activities which are often linked to a theme, to promote and focus children's learning.
- Staff provide a healthy and nutritious mid-session snack and ensure that drinks are always available to the children.
- Good use is made of the outdoor area to promote and enhance children's play and learning experiences. Children are offered considerable freedom and are able to explore activities at their own pace and develop independence.
- Staff have a good level of training which is mostly put into practice to enhance the care of the children. There is a commitment to ongoing improvement and development of the group. All documentation is well kept and up to date. Policies are well written and reviewed regularly.

What needs to be improved?

- the way children are grouped and the number of children in each group
- the registration system
- the temperature of rooms used by the children
- the amount of resources which reflect positive images of diversity

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

Std	Action	Date
2	ensure that the size of a group never exceeds 26 children	30/11/2004

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

Std	Recommendation
2	improve the accuracy and clarity of the registration system to clearly identify the number of children and adults present at any given time
4	ensure that the main playroom and committee room are maintained at an adequate and comfortable temperature
9	develop the range of resources that positively reflects diversity

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

How effective is the nursery education?

Bright Sparks Nursery offers good quality provision, which helps children to make very good progress in physical development and generally good progress in all other areas of learning.

Staff build trusting relationships with the children and are good role models. They are calm and consistent in their approach and encourage children's positive behaviour. They promote confidence, independence and consideration for others with the children.

The quality of teaching is generally good. Staff plan and provide a broad range of interesting activities and mostly use opportunities to extend the children's learning. Some staff have a sound knowledge of the Foundation Stage whilst others are developing their confidence in this area. Plans are well written. They link clearly to the stepping stones and indicate the learning intention. Focussed activities are evaluated to aid future planning and observations are used to inform assessments and future planning

Leadership and management is very good. The pre-school has an active and supportive committee, which has helped sustain the group and offer continuity through periods of staff changes. The new play leader and staff are beginning to work well as a team and a Team Building Day helped identify, acknowledge and value each person's skills. There is a commitment to the ongoing improvement of the pre-school and development of the staff. All the required policies and procedures are up to date and well written.

Partnership with parents is generally good. Parents receive an initial welcome pack and are given ongoing information about the pre-school via the notice board, newsletters and verbally by the staff. Parents indicate that staff are friendly and approachable. Parent Open Days are being planned, however at present few parents are involved with their child's learning or aware that they can have access to their child's assessment records. Parents are not aware that group follows the foundation stage

What is being done well?

- Children are able to learn and make discoveries through their play and first hand experiences. They have extended periods of free play encouraging them to become independent learners, complimented by some adult led activities.
- Children are making very good progress in their physical development. A broad range of resources are provided indoors and outside to enable children to develop and practice their skills. They have the liberty to access the outdoor area throughout most of the session.

- Staff are inclusive of children who have special needs and have a positive attitude and approach to diversity.
- Children are becoming confident and independent. They separate from their carers with increasing assurance and are forming trusting relationships with staff.

What needs to be improved?

- staff knowledge and understanding of the foundation stage
- group story/rhyme times
- grouping of children
- opportunities for children to recognise/write their names
- opportunities to begin to link sounds with letters
- communication with parents about their child's learning
- information available to parents regarding the foundation stage.

What has improved since the last inspection?

not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Most children separate confidently from their carer and are forming trusting relationships with staff. They are beginning to relate to their peers and develop some self control and consideration for others, although some children are finding this area difficult. They show an interest in learning and independently access the resources available. Children are developing personal independence with self-care ie. toileting, hand washing and snack.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Some children are confident to approach and speak to familiar adults. They find their name with adult support, however there is little reference to name recognition, sounds, letters during the session. Children use the book area independently however they are not attentive or engaged at group story time. There are many opportunities to develop hand-eye coordination eg finger painting. Children freely use the writing area and regularly write for a purpose in their play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Some children recognise and count numbers up to 5 and beyond eg labels on bikes and fence. They are beginning to use mathematical language and make comparisons eg Compare Bears bigger/smaller. Staff at the maths table encourage children to focus and ask questions to make them think. Children recognise shapes eg announcing they have cut a square and triangle out of paper. There are some missed opportunities to use maths for simple problem solving and simple calculation.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given time and encouragement to investigate items using all their senses eg shaving foam/paint mix. They are able to construct with a broad range of objects eg Brio, taping craft together. They use telephones and microwave competently however, there is a limited access to the computer. They have an awareness of their own environment and are developing some appreciation of other communities.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have regular opportunities for physical play both inside and outdoors. They are becoming competent with skills such as throwing/catching, pedalling and judging space and distance. They have good hand/eye coordination and use scissors, pencils, spray bottles with accuracy. They develop manipulative skills through malleable materials such as play dough and are becoming competent with simple tools such as rollers/cutters. Children are aware of their own needs and developing good hygiene.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children are able to explore and play creatively in their own time. They have opportunities to develop their own ideas using a variety of media, textures for their own purposes from the creative workshop. They explore colour through interesting activities eg crepe paper spraying/ mixing primary colours. They develop their imagination through role play in the well resourced home area. Some children join in with rhymes that engage them. Musical instruments are made available but not fully explored

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

- increase staff knowledge and understanding of the foundation stage to develop confidence and enhance practice
- improve group story/rhyme times, to encourage children to listen and respond with enjoyment and attention to favourite stories, songs and rhymes. Consider more appropriate ways of grouping children to achieve this
- develop opportunities for children to recognise/write their names and to begin to link sounds with letters
- improve communication with parents to ensure they are involved with and informed about their child's learning. Increase information available to parents regarding the foundation stage.

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.