



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 512713

DfES Number: 515679

### INSPECTION DETAILS

Inspection Date 15/11/2004  
Inspector Name Paula Fretwell

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Bright Sparks Pre School  
Setting Address Preston Lane  
Great Preston  
Leeds  
West Yorkshire  
LS26 8AR

### REGISTERED PROVIDER DETAILS

Name The Committee of Bright Sparks Pre School 1037249

### ORGANISATION DETAILS

Name Bright Sparks Pre School  
Address Preston Lane  
Great Preston  
Leeds  
West Yorkshire  
LS26 8AR

## 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 Pre-School is a committee run group, set in the grounds of Great and Little Preston Primary School, in the Great Preston area of Leeds. It serves families who live in the local residential area.

It is open during term time, Monday to Friday mornings from 09:00 to 12:00, and Monday and Wednesday afternoons from 12:45 to 15:15. The pre-school is registered for 20 children aged two to five years, and there are currently 29 children on roll, who attend part-time.

The pre-school offers funded nursery education and there are 16 funded 3 year olds, and 4 funded 4 year olds.

The pre-school supports children with special needs and for whom English is an additional language. There are five members of staff, three of whom hold appropriate childcare qualifications and two who are working towards qualifications.

The pre-school receives support from the local authority advisory teacher service.

### How good is the Day Care?

Bright Sparks Pre-School provides satisfactory care for children. Staff are aware of their roles and work well together to provide a safe and caring environment for children. A wide range of good quality toys and equipment provide challenge for children and are appropriate for their use. Documentation is stored confidentially, and most policies and procedures are in place.

Children are encouraged to be aware of their own safety in their play. Staff are vigilant about children's safety and security, doors are monitored well and areas used by children are kept safe. Daily routines encourage children to be aware of their own personal hygiene. A very good range of healthy snacks and drinks are available for children and staff are aware of children's individual needs. All children are welcomed and included, and equal opportunities is promoted well. Staff are

aware of child protection procedures, although the policy does not state what would be done in the event of an allegation about staff.

There are very good relationships between the children and staff, and children receive appropriate individual attention within a secure routine which they know. Staff know each child's personality and individual interests. They provide a wide range of well planned activities to support children's play, and children's independence is mostly encouraged. Children are confident and happy and behaviour is managed calmly and positively, with lots of praise and encouragement. Staff are polite and courteous with children and are good role models for children's behaviour, and as a result children behave well.

The pre-school works closely with parents and carers to provide individual care for their children, and parents are happy with the care their children receive.

#### **What has improved since the last inspection?**

At the last inspection the provider agreed to appoint a named member of staff for behaviour management and child protection. This has been done.

#### **What is being done well?**

- Children have very good relationships with staff, and staff respond appropriately to each child's needs and interests. Children are grouped well and staff interact positively with them. They ensure each child receives individual attention and respond to individual needs for care, learning and play.
- Children independently select and help to prepare their own snacks and drinks. They enjoy the variety of food available to them.
- Equal opportunities is promoted well throughout the pre-school with toys, books and resources made available to all children.
- Children's behaviour is managed positively and staff are good role models for children, giving lots of praise and encouragement. Children enjoy wearing stickers awarded for good behaviour.

#### **What needs to be improved?**

- the policies and procedures, to ensure there are clear and detailed statements for child protection and lost/uncollected children.

#### **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.)**

There are no complaints to report.

**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
6	Ensure there is a clearly defined procedure to be followed in the event of a child being lost or not collected.	29/11/2004
13	Ensure the statement of procedures for child protection shows what would be done in the event of an allegation about a member of staff.	29/11/2004

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

### How effective is the nursery education?

Bright Sparks Pre-School provides good quality education to all children, and they are making generally good progress towards the early learning goals (ELGs) in creative development and knowledge and understanding of the world. They are making very good progress in personal, social and emotional development, communication language and literacy, mathematical development and physical development.

The quality of teaching is good overall and staff work well together. They promote children's learning through positive relationships, appropriate teaching methods and high levels of interaction with the children. Staff are aware of the ELGs and the stepping stones to children's learning, although not all have had recent foundation stage training. The accommodation and resources are mostly well organised and this enables children to make many independent choices, and attempt self chosen challenges. Staff provide a good range of activities for children to reinforce and practice skills in most areas of learning, and they make good use of observations and assessments of children to inform the planning. Children demonstrate good standards of behaviour and their self esteem is promoted through praise and encouragement consistently given by staff.

Leadership and management is stable and effective, and the manager is involved with and committed to the care and education of the children. Staff are encouraged to take advantage of training opportunities. The setting receives support from the advisory teacher from the local authority and systems are in place to monitor the effectiveness of the education provision.

Partnership with parents is good which has a positive impact upon children's learning. There is clear information about the setting and the curriculum, and planning illustrates how parents are included. Parents are encouraged to share what they know about their child and they receive regular progress reports from staff through daily contact.

### What is being done well?

- Children are confident, eager and motivated. Children's behaviour, manners and social skills are very good, and relationships between children and staff are positive and secure. Staff interact well with children, they work and play alongside them and use observations of them to inform future plans.
- The environment is well organised to enable children to be active learners and select their own challenges in most areas. A range of well planned play activities ensures that children make good progress towards the early learning goals.

- There are strong and supportive partnerships with parents. Parents are included in the planning and there are good links between home and pre-school, such as the holiday diaries, which support children's learning.

#### **What needs to be improved?**

- children's opportunities to design and build, selecting tools and techniques to join and assemble using a range of materials
- children's opportunities to explore technology, how things work, and operate simple equipment.

#### **What has improved since the last inspection?**

At the last inspection it was identified that children should have access to more challenging climbing equipment. Children's access to climbing equipment has been addressed through obtaining suitable equipment and effective use this.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have very good personal and social skills. They are very independent, confident and secure in their environment and eagerly join in activities with enthusiasm. Children interact very well with adults and each other, and are confident at forming relationships. They behave well and use good manners and social skills in their play. Children contribute well in group activities, show skills in co-operation, and have a developing understanding of rules and the feelings of others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken and written communication is developing very well, they use increasing vocabulary to initiate conversations, speak clearly and show good listening skills. Their language is extended well through songs, rhymes and stories, and they are beginning to link sounds and letters, for example, they know initial sounds of their names. Children use mark making opportunities purposefully and make lists and write messages with meaning in their imaginary play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently to five, and more able children can reliably count to 10 and beyond. They use number names and recognise numerals, for example, in dates. Children develop an understanding of addition and subtraction, and use mathematical language to describe and compare numbers, shape, position and size within planned and incidental activities, practising their skills in everyday ways. Children recognise and talk about simple patterns such as spotty, stripy.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are curious about why things happen and how things work, and they are aware of change, for example the weather. Children talk with confidence about themselves, their families, past, present and future, and have a developing sense of time. They have limited opportunities to discover how to use simple technology, or to select appropriate tools to shape, assemble and join materials to design and build. Children find out about, discuss and compare the features of their environment.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move imaginatively, confidently and in a range of ways, with increasing control and co-ordination. Children skilfully select and use a wide range of small and large equipment and they persevere in repeating skills learned, such as fastening clothes and manipulating tools. They show a very good awareness of their own physical needs and understand healthy practices such as eating the right foods, keeping warm, washing hands.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children experience a range of planned creative craft activities, although there are limited opportunities and challenges to use their imagination for their own purpose in art and design. There are regular opportunities for children to explore sound and sound patterns in singing, music and dance, and they contribute with enjoyment. Children are aware of all their senses and are enthusiastic about what they see, hear, feel and smell around them. They engage spontaneously in role play.

**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**

- Provide children with opportunities to design and build, selecting their own tools and techniques to join and assemble using a range of materials.
- Provide children with opportunities to explore technology, how things work and operate simple equipment.

*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.*