

Bright Sparks Nursery Ltd

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bright Sparks Nursery Ltd opened in 2010 and is privately owned. It operates from the Salvation Army Hall in the Horsell area of Woking. Children have access to one hall with an adjoining secure garden. Children are able to attend for sessions which run from 9.00am until 12noon and 12.00noon until 3.00pm; children may attend for a morning, afternoon, or the day. The setting is registered on the Early Years Register to care for a maximum of 20 children aged between two and five years. Currently there are 57 children on roll. The nursery is open during term time only and is in receipt of funding for free early education for some children. The owners and three members of staff work with the children; three have relevant early years qualifications. The nursery receives support from Surrey Early Years Department.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The children enjoy a safe, healthy environment where the staff are attentive and caring. They experience a suitable variety of activities which encourage their development and social skills, although the play environments are not used to their full potential to support children's progress. The staff work hard to develop the setting through improving their own skills and knowledge in order to provide a quality service; however, systems to help them do this are not fully in place. They have a realistic awareness of their strengths and weaknesses and are taking appropriate steps to continue to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- make better use of all play environments to provide a full range of learning experiences, across all six required areas, at every session
- develop evaluation systems to clearly identify how improvements will be made, in order to better meet the needs of all children
- improve observation and planning systems to identify more accurately what individual children need to learn next.

The effectiveness of leadership and management of the early years provision

Good care is taken to ensure children are safe. A risk assessment is in place and sensible safety measures are taken to ensure the security of the nursery. Staff have a good awareness of safeguarding and a comprehensive policy is in place to support their work. Parents are made aware of the settings role in safeguarding young children through the policy. All staff have first aid qualifications and a well

equipped first aid box is easily available in the event of any accidents. Children learn how to consider their safety as they play and how to evacuate the premises swiftly in an emergency. All staff who have access to the children have appropriate checks undertaken on their suitability and systems are in place for the safe arrival and departure of children from the premises.

The attractive playroom and garden area provide a self contained nursery space within the Salvation Army building. Children easily access the outdoor play environment; however, staff do not plan to use the play environments fully to provide children with a broad range of learning experiences daily. Low level storage enables the children to access the good quality age appropriate resources independently. Access to a shared kitchen enables the staff to prepare snacks hygienically for the children.

The management team identify realistically areas that they feel they do well and aspects they plan to improve. This includes staff knowledge of the Early Years Foundation Stage and development of the outside learning area; however, the self evaluation is not sufficiently detailed to fully inform future plans. Nevertheless, staff show enthusiasm and commitment to developing the quality of the service they offer.

Children are recognised as individuals and detailed information is sought from their parents and carers to enable the staff to provide appropriate care. The children learn about traditional and cultural events relevant to those attending the nursery, and parents are asked to share information about their cultures to enable children to learn and understand other people in their community.

Good relationships develop with parents through the warm welcome given by staff. Every child and parent is greeted as they arrive and depart. Parents acknowledge the welcome they receive and comment favourably on the service the nursery offers. They state they find staff are very approachable and willing to discuss the children; they appreciate the information shared with them at informal meetings and believe they know what their children do in the setting.

Good relationships develop with local schools; for example, teachers visit to get to know children before the transition to infant school. The nursery works closely with other professionals to monitor and encourage development where required, such as with the speech and language therapist and early years advisers from the local authority. The staff understand the benefits of working with others, recognising it increases their knowledge and helps the children to progress.

The quality and standards of the early years provision and outcomes for children

Children play in a secure attractive environment where good care is taken to enable them to learn safe behaviours. Gentle reminders encourage children to use the play equipment appropriately and to consider how their actions affect other children. For example, when a bumping game with wheeled toys becomes too

enthusiastic, a staff member talks to the children about what is happening. The daily routines encourage the children's sense of security well; they know what is expected of them and what will happen next.

Children develop their awareness of the importance of looking after the toys and equipment as they help to pack away and clear away their activities. They demonstrate a good awareness of hygiene routines as they independently wash and dry their hands before snack and lunch, get tissues to clean their noses and help themselves to drinks of water through out the day. They grow fruit and vegetables in the garden, increasing their awareness of where healthy foods come from. Daily planned opportunities to play outdoors in the fresh air and natural light help to encourage a sense of well-being and develops their physical skills; however, staff do not plan activities across the six required areas of learning outdoors, which hampers the progress of those who learn better outside.

Staff demonstrate a basic knowledge and understanding of the Early Years Foundation Stage framework and as a result, observations and assessments do not fully reflect the framework and the progress the children are making. Consequently, this impacts on children's learning and development. The current observations and plans do not fully reflect the children's differing learning needs. Children enjoy adult-led and child-initiated activities and plans are flexible to allow them to pursue their own interests. Children are motivated and interested to learn. They form trusting respectful relationships with the adults, who show warmth and interest in them. Children confidently seek and receive adult attention.

Children's co-ordination and balance is developing as they use paint brushes, pencils, pens, scissors, and play with balls, use the slide and wheeled toys in the garden. Staff recognise they need restful as well as busy times and incorporate quieter periods into the day. Children enjoy access to a variety of age-appropriate fact and fiction books in an attractive book area, where they sit comfortably to enjoy the books. Children participate in a story time each day which supports other activities they are undertaking. Children are developing awareness of counting, shapes, position and matching colours as they use puzzles, small gingerbread figures and construction toys. Using the dough the children demonstrate creativity as they roll and cut making shapes such as worms and cakes. Children enjoy the home corner and act out experiences using the props and dressing up hats. Children develop confidence as they volunteer to sing action songs to the group, who listen attentively. All these activities help them develop appropriate skills for their future lives.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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