

Brightsparks Day Nursery

Inspection report for early years provision

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Inspector Denys Rasmussen

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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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The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Brightsparks Day Nursery has been registered since April 2007 and is one of four privately owned nurseries. It provides full day care for up to 61 children aged between three months and five years. The nursery is open from 7.45am until 6pm, five days a week all year round, excluding bank holidays and one week at Christmas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery operates from a single storey purpose-built building, located within a leisure complex on the Purley Way, London Borough Of Croydon. There are ample parking facilities to assist the safe dropping off and collection of children. Children are cared for in four age-appropriate rooms including a baby room with separate play and sleep areas. There are three fully enclosed outdoor play areas and laundry and kitchen facilities on site.

At the time of the inspection there were 66 children on roll, including children who are in receipt of nursery education funding. There are 13 permanent members of staff of which 11 hold suitable qualifications in childcare and education and two are in working towards a qualification. Staff from the other nurseries cover sickness and/or holiday absence. A qualified cook is also employed and cooks meals on site on a daily basis. The nursery receives support and mentoring from the Early Years Development and Childcare Partnership (EYDCP).

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The motivated and passionate leadership has a clear vision for the nursery and has successfully created a friendly, supportive, professional and inclusive environment. The effective self-evaluation process identifies both their strengths and weaknesses and has enabled the nursery to make good progress based on what they have accomplished so far. The nursery works well with parents, other settings and agencies to ensure that children's individual needs are known to enable them to get the support they need ensuring their welfare and learning is successfully promoted. Safeguarding is given high priority which means children are extremely well protected.

What steps need to be taken to improve provision further?

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

- develop children's awareness of communication systems such as signing, pictorial and Braille.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding, with robust policies and procedures clearly understood by staff and parents. The environments both indoors, outside and including outings are subject to thorough risk assessments that ensure risks to children are minimised. All the required records are well maintained and the nursery is very well organised with effectively deployed staff. All staff have completed safeguarding training and first aid training which means any accidents or incidents are dealt with appropriately. Designated staff fully understand their responsibilities to safeguard children's welfare, working effectively with relevant agencies to protect children. Clear vetting procedures ensure that all staff working with children are suitable to do so.

There is a strong commitment to develop the provision and clear priorities for improvement are driven by effective self-evaluation systems that take into account parent's views. Staff development is supported well through regular training and staff meetings and changes are instigated when necessary, resulting in a good learning environment where children thrive and staff are motivated. Good business planning ensures that staff are clear about their roles and efficient use is made of staff expertise, resources and the environment to promote children's well-being, learning and development.

Positive images, welcome signs, attractive displays and photographs of the children engaged in activities around the nursery give children and families a sense of belonging and of being valued. The nursery staff strive to provide a service that is inclusive for all children and their families and work with other professionals to support children's development. For example, gaining advice from the behaviour support team, attending safeguarding panels and implementing the ideas from a speech and language therapist. Although some staff have attended a signing course this has not as yet been exploited to its full potential within the nursery and children are not as yet introduced to communication systems such as pictorial and Braille. Good quality resources are well organised to allow children to make choices in their play.

The clear communication channels encourage a two-way flow of information such as with daily discussion and the contact books to promote consistency of care. There is an informative induction pack for new parents to support their child to settle into the nursery. Parents' comment that they find the newsletters 'extremely helpful' and the recent workshop for parents, 'Letters and Sounds' was very successful. Parental questionnaires are used to help the nursery improve their practice. In response to a concern on the questionnaire a letter was included in the newsletter to ask parents not to park outside the blue gates to improve children's safety and the snacks offered to children in the afternoons now include fresh fruit. Parents are happy with the service and report that staff are 'welcoming, approachable, considerate' and 'polite'.

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

The key person system works very well to ensure babies and young children settle well and gain a strong sense of security. Close and warm relationships are evident and children have a strong sense of belonging at the nursery, benefiting from routines, equipment and procedures that meet their needs well. Because of skilful staff interaction which is gentle and supportive with realistic expectations, children behave well, remind each other of the rules and play harmoniously together. Children are involved in activities to help them look after their own safety. For example, they practice fire evacuation, discuss safety with the police when they visit the nursery and talk about the dangers of fireworks. The very young children practise climbing stairs safely on the staircase climbing structure.

There are good hygiene procedures in place throughout the nursery. The children wash their hands appropriately and staff follow good hygiene procedures when changing nappies. Children have individual bedding and the nursery has an effective sick child policy reducing the risk of cross-infection. Children are offered healthy, nutritious food of which a percentage is organic. The provider ensures only free-range chicken is used and feels it is important not to offer intensively reared food. The staff endeavour to ensure the children eat their 'five a day' and the cook provides alternatives to children who have specific dietary needs. Fresh air and exercise is an important part of the children's daily routine and they enjoy an abundance of resources in the outdoor areas to encourage them to use their bodies and be active.

All children have a personalised learning plan which includes observations, the child's interests, previous settings notes and home comments. This is continually updated and is regularly shared with parents. Children are observed as they learn through play to inform the planning for the next steps in their learning. The plans are linked to areas of learning and activities are evaluated to ensure they are worthwhile. Staff are in the process of developing a tracking system to enable them to track children's progress and identify gaps more easily. The attractive displays which include the children's work and photographs of the children engaged in various activities support a sense of pride and achievement.

There are a good variety of resources to encourage sorting, counting and matching and to make and recognise shapes and patterns. The children enjoy experimenting with texture and mark making through exciting activities such as dropping water filled balloons into paint and use their senses by smelling, tasting and feeling the texture of the jelly in the water. They make three dimensional creations from recycled materials and display them with pride. Children learn about volume and capacity when splashing and pouring in the water play and by being up to their elbows in the sand digging furiously making holes and filling them up again.

They learn about technology when engaging in play to work out how many times they must press the button to make the 'beetle' travel to their friend. They solve simple problems when completing puzzles and fixing a variety of construction materials together. Children take pleasure in looking at books and listening to

stories, participating with enthusiasm. They recognise letters from their own name and some children attempt phonics. Children play very imaginatively with the good variety of play props, making up games and enacting their own experiences. Dancing and action rhymes are a popular activity and the children laugh heartily when following instructions such as 'bend your knees' and 'wiggle your bum'.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 1 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| 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

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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 1 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met