

Brightsparks Day Nursery

Inspection report for early years provision

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Inspection date	09/05/2011
Inspector	Rebecca Khabbazi
Setting address	Meadow Hill, Purley, Surrey, CR8 3HL
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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

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 is one of a group of four privately owned day nurseries and was registered in 1999. It operates from a single storey purpose built building within the grounds of a senior school in a residential area of Purley. Children are cared for in four rooms according to age, including a baby room with separate play and sleep areas. Two linked outdoor areas are available for outside play.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It provides full day care for up to 52 children aged between three months and five years old. The setting is open from 7.45am until 6.00pm, five days a week all year round, excluding bank holidays and one week at Christmas.

There are currently 62 children in the early years age range on roll. This includes children who receive funding for nursery education. Children attend for a variety of sessions. The setting supports children who speak English as an additional language.

There are 11 staff who work at the setting including the manager. All staff have relevant childcare qualifications. The setting receives support from the Local Authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting successfully promotes all aspects of children's welfare and development overall. Children settle well and grow in confidence in the welcoming, inclusive environment. Excellent partnerships with parents contribute significantly to children's wellbeing at the nursery and help ensure that they make good progress in their learning, given their age, ability and starting points. The provider has a clear vision for the nursery and is strongly committed to continual monitoring, evaluation and development of the provision. This ensures that overall the setting is responsive to the needs of the children who attend and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that staff implement the policy for administering medicine consistently and obtain prior written parental permission for each and every medicine administered (Promoting good health)(also applies to the Childcare Register)

24/06/2011

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

- improve the links between children's individual learning plans and planning for outdoor play for all groups of children within the nursery
- strengthen systems for reviewing the impact of improvement plans, as part of the framework for continual development

The effectiveness of leadership and management of the early years provision

Robust procedures for recruitment ensure that children are cared for by appropriately qualified and vetted staff so that their welfare is effectively safeguarded. Staff have a clear understanding of safeguarding procedures, which ensures that they know what to do if they have concerns about a child. Relevant policies and procedures are in place throughout the nursery and these are mostly implemented well in practice. However, currently procedures for obtaining prior written consent from parents to administer medicine are not consistently followed by staff, as legally required. The setting benefits from a well-established staff team who have clear roles and responsibilities and work well together, sharing tasks throughout the day. Good use is made of local training opportunities wherever possible to build on and update the skills and knowledge of staff. Resources are used effectively in all rooms throughout the nursery to create a stimulating learning environment where children can easily access a wide variety of play materials and activities.

Staff make sure they have a thorough understanding of each child's background and needs and sensitive settling-in procedures help ensure that children's individual needs are met and they feel secure. Staff adapt care where needed, for instance to take into account a child's second language, so that equality and diversity are appropriately promoted. Relationships with parents are highly positive. Parents are kept extremely well informed through regular newsletters, meetings and discussions and they are heavily involved in contributing information from home as part of the process for agreeing their child's next steps and reviewing their progress. This means children experience a high level of continuity in their experiences. The setting also works well in partnership with other providers where children attend more than one early years setting, and effective systems are in place for sharing relevant information. Feedback from parents is valued very highly and given high priority within the setting's self-evaluation process. For instance, comments from parents have led to a number of changes, including to daily routines, menus and opening times. The management team are strongly motivated to continually develop and improve the provision and they set clear targets for the future within the nursery's annual action plans. Actions taken are well targeted but at the moment their impact is not always effectively monitored, to ensure that any changes successfully achieve the intended outcome for children.

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

Children of all ages show a strong sense of belonging at the setting and quickly become familiar with routines and expectations. Very young children benefit from consistent relationships which enables them to form strong bonds with key staff. Older children grow in independence as they help themselves to resources, pour their own drinks, serve themselves at lunch time and ask to help clean up the table when they finish. Older children learn to keep themselves safe when they remember not to run inside or when they help pick up the toys from the floor so no-one falls over them, and very young children practise climbing stairs safely on the staircase climbing structure.

Children of all ages adopt simple good hygiene routines when they wash their hands before they eat, and staff follow careful procedures when changing nappies, to help prevent the spread of infection. Children benefit from freshly prepared meals and snacks that take into account their nutritional needs, for instance the nursery provides five portions of fruit and vegetables each day, and a high percentage of food is organic. Children of all ages play outside in the outdoor area every day, as part of a healthy lifestyle. They enjoy practising their existing physical skills and developing new ones as they learn to peddle a bike or climb the play equipment.

Children throughout the nursery take part in a good variety of activities and experiences that support their development across all areas of learning. Staff are warm and supportive and use consistent strategies to reinforce rules and expectations, which helps children behave well. They make regular observations of children's achievements and use these to identify next steps for their learning. Staff give high priority to planning activities around children's interests as well as their needs, which ensures that they are keen to take part in the activities provided, both indoors and outside. A wide variety of outdoor play opportunities are available, but outdoor experiences are not yet fully incorporated into systems for activity planning in each nursery room, so that children who learn better outdoors are appropriately supported.

Children within the nursery are confident and sociable. Older children are keen to start conversations and express their ideas, and children of all ages enjoy cuddling up for a story, looking at books and joining in with songs and rhymes. Young children make marks with pencils and crayons as they play, and some older children begin to form the letters of their name. Children solve simple problems as they find the correct piece for their puzzle, match shapes in a game or count how many circles there are on the cushion, or how many pieces of fruit they have in their bowl. Young children explore and investigate as they fill a container with sand and pour it over themselves, or squish and squeeze their fingers in paint. Older children find out what happens when they use torches in the dark, watching the beam of light on the ceiling and then the floor. They use their imaginations when they act out a bear hunt story in the outdoor area, make tea in the home corner or paint pictures to display on the wall. There is a balanced daily routine which includes opportunities for uninterrupted independent play as well as group

activities. Young children benefit from routines for eating and sleeping that are consistent with their experiences at home. Children are well occupied and stimulated throughout the day and enjoy their time at the setting.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	2
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	1

The quality of the provision in the Early Years Foundation Stage

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

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	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Promoting good health) 24/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the Early Years section of the report (Promoting good health) 24/06/2011