

Bright Sparks Nursery

Inspection report for early years provision

Unique reference number	147507
Inspection date	26/05/2011
Inspector	Carolyn Hasler
Setting address	St. Johns Hall, Mowbray Road, New Barnet, Barnet, Hertfordshire, EN5 1RH
Telephone number	020 8440 4740
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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

Bright Sparks Nursery is a privately run nursery. It opened in 1996 and operates from St John's United Reformed Church. Children have access to an enclosed outdoor play area. The nursery is in a residential area in Barnet. It is open each weekday from 09.15 to 12.45 term time only.

The nursery is registered on the Early Years Register. A maximum of 24 children may attend the nursery at any one time. There are currently 24 children aged from two years to under five years on roll, some in part-time places.

There are five members of staff, all of whom hold early years qualifications to at least level 3 and above. One member of staff has a teaching qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides both a welcoming and inclusive service. Overall they have been successful in introducing the Early Years Foundation Stage into their practice. However, there are weaknesses within safeguarding which breach legal requirements. There are a number of practise issues identified which also impact on the quality of care. All staff are enthusiastic and motivated and understand the importance of continual improvements. There is a satisfactory level of improvement maintained around the since the last inspection.

What steps need to be taken to improve provision further?

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

- improve risk assessments, clearly stating when they are carried out, by whom, date of review and any action taken following a review or incident. (Documentation) 27/06/2011

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

- develop a system to monitor records to ensure that they are completed appropriately
- develop initial assessments taking account of parent's contributions, and further develop observations, assessment and planning skills to reflect the breadth and depth of experiences children could gain by working towards the Early Learning Goals

- carry out regular evacuation drills and ensure that details are recorded of any problems encountered and how they were resolved

The effectiveness of leadership and management of the early years provision

Key people involved in the safeguarding of children have satisfactory knowledge and understanding of their roles and responsibilities to keep children safe and attend training on a regular basis. Policies and procedures ensure key people have the information they need to follow. The leadership and management team are less secure in their knowledge of safe recruitment; although, all persons working with children have Criminal Record Bureau checks. Children's environment is visually risk assessed appropriately. In addition risk assessments for outings are well planned. However, written risk assessments for resources and the premises are less rigorously monitored. They are no records of the person who completed the assessment and although they are identifying hazards as they appear, they are unable to demonstrate the date of review and any action taken following a review or incident. This breaches requirement. However, the leadership and management team and Key people working promote children's safety well and are knowledgeable about how to keep children safe. Therefore documentation has little impact on children's safety. Whilst fire safety is generally considered, fire drills are inconsistently recorded. There are records for accidents, incidents and medication in place. However, they are not consistently showing children's full names or in some cases dates are missing from records.

There are a number of highly qualified members of staff, including a qualified teacher. Other qualifications range from National Vocational Studies in childcare or equivalent level 3. The setting has appointed designated roles to some members of staff to support safeguarding and special educational needs. They ensure that a first aider is on hand at all times. The staff team are well established and work together to support the general effectiveness of the service they deliver. The leadership and management team have developed their service adapting to the Early Years Foundation Stage. Issues raised at the last inspection have been fully met. The setting has a system in place to evaluate their service and have identified areas for improvement such as developing the outside area and enhancing children's Information, communication technology skills. Generally they have been effective in these improvements. However, there are weaknesses in systems to monitor the effectiveness of the service through record keeping which are inconstantly completed and not always used effectively.

Resources are varied, fit for purpose and generally support children's development. There is good use of both inside and outside space and children are encouraged to explore space freely. Key people are skilled at supporting learning in a holistic and sensitive way. They help children to enjoy their learning experiences because they provide children with time to absorb and extend learning through their own ideas and interests. Key people are beginning to build the skills to establish starting points. However, they are not sufficiently taking account of parent's contribution to this to establish what children know before they start at the setting. Key people, build a picture of what children can do through observations. Although, these are

linked inappropriately to the profile points rather than the early learning goals and therefore planning does not take account of the breadth and depth of experiences children should be experiencing.

Key people appropriately and actively promote equality and diversity. They help children understand the society they live in through introducing them to others faiths and cultures. Key people provide children with resources to focus on, and plan activities to encourage children's interest and awareness of others. Activities are also planned to help children recognise similarities and differences between them selves and their peers. There are systems in place to identify children with special educational needs or disabilities, these are effectively planned for. Where appropriate interagency partnerships are established to ensure children get the support that they need.

The settings relationships with parents and carers are positive. Parents are provided with information through daily feedback. Working parents share a home to setting diary. They have access to several information boards and receive regular news letters which contain information about the setting and project work children are engaged in. Parents share how much they value the setting and praise the key people for the nurturing environment and sensitivity towards their children's needs. They are keen to support the setting with outings to local places of interest and there is a parent helper rota in place to encourage parents to take a keen role in their children's learning. Key people regularly share developmental records and encourage feedback from parents. The setting values the relationships they build with other early years providers. These include relationships they foster with local schools, health professionals and developmental workers within their local authority. They promote the sharing of information to support the welfare and development needs of children.

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

Children separate well from parents and settle quickly into the setting because key people work effectively with parents to support the transition from home into the setting. Children build secure relationships with key people and this helps them to gradually develop independence. More established children try out new skills for themselves and show increasing levels of independence in all that they do. Children are encouraging and helpful towards others showing a caring attitude. On the whole they manage their behaviour well. Where they test boundaries key people use sensitive strategies to help children understand what is acceptable. Children are building friendships and engage in shared games and activities learning how to cooperate, take turns and negotiate with others. Their social skills are consistent to children who feel a sense of belonging and are confident and self assured.

Children engage in well established hygiene routines and show varying levels of independence while carrying out personal tasks for them selves. Outside and inside spaces are set out equally well providing children with opportunities to be

physically active. There is a variety of physically challenging activities available such as climbing equipment, tricycles and scooters for children to explore. In addition on the day of inspection children had first hand involvement in exploring a fire engine and experiencing the physical effort of using fire safety equipment for themselves. Drinks are on hand. Children are growing vegetables in their garden and are learning that eating gives them energy to be active. They are offered a healthy choice of snacks to choose from.

Children enjoy coming to the setting, they have lots to choose from and can help them selves from zoned areas. There are lots of conversations taking place. Children are encouraged to use vocabulary to explore their thoughts. They hear language, absorb and extend their own vocabulary within play. Children see letters and words all around them and are actively encouraged to recognise their own names written down. They have lots of opportunities to explore mark-making with a variety of different materials such as dough, sand and paint to help them explore the shape of letters. Some are able to write their names independently. Resources to support problem solving, reasoning and numeracy are varied and challenging and children are engaged in their exploration, design and working out how things fit together. Children are encouraged to explore technology accessing a variety of resources such as magnets and magnifying glasses. They have access to a computer unit and receive appropriate support in developing mouse skills and becoming familiar with computer technology. In addition there are other programmable resources available but not seen in use. Children are encouraged to become familiar with their natural environment by looking for mini beasts, digging, planting and watching things grow and observing the changes of seasons and weather. Children are making good progress in their learning and developing future skills.

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	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	2
The effectiveness of safeguarding	3
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	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	3
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