

Bright Sparks Nursery

Inspection report for early years provision

Unique reference number 251675
Inspection date 06/06/2011
Inspector Sarah Johnson

Setting address St Peter's Church, Stoke Park Drive, Ipswich, Suffolk, IP2
9TH
Telephone number 01473 602270
Email sbrightsparks@aol.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bright Sparks Nursery registered in 1984 and is managed by a voluntary committee made up of parents of some of the children who attend the nursery. It operates from a large room within St Peter's Church, situated in the Stoke Park area of Ipswich, Suffolk. Children also have access to an enclosed outdoor area. The nursery opens each weekday from 9.30am to 12.30pm, with a lunch club from 12.30pm to 1pm. Sessions run during school term time only.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the nursery at any one time. There are currently 53 children aged from two to five years on roll, some in part-time places. The nursery is currently supporting a number of children with special educational needs and/or disabilities, and children who have English as an additional language.

There are seven members of staff, including an administrator. All staff hold relevant early years qualifications to at least level 2 and three staff are working towards further qualifications. The nursery 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.

Children are happy and feel very safe at the nursery. They enjoy a sound range of play opportunities which promote their ongoing progress. Overall, these are planned well to meet children's individual needs and ensure they remain interested and engaged in their learning. Children benefit from an inclusive setting where staff work in partnership with parents and outside professionals to provide effective tailored support for children with special educational needs and/or disabilities. All staff are involved in completing and reviewing the setting's self-evaluation, which reflects their strong commitment to improve the overall quality of the provision for children.

What steps need to be taken to improve provision further?

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

- open up further opportunities for parents and carers to have free access to their child's learning and development records, and ensure their comments are regularly incorporated into these records
- plan flexible and varied arrangements of space, equipment and resources to ensure children sustain interest and curiosity throughout the session
- strengthen the children's awareness of differences in gender, ethnicity, language, religion, culture, special educational needs and/or disabilities by providing more positive images and sharing and celebrating a wider range of

practices and special events.

The effectiveness of leadership and management of the early years provision

Children are safeguarded from harm and neglect, and robust steps are taken to ensure they are cared for by staff who have completed all required suitability checks. A safeguarding children policy provides staff with clear guidance to enable them to confidently follow up any concerns about children's welfare. Most of the staff have also completed a relevant safeguarding training course to extend their knowledge of child protection issues. Children remain very safe and secure whilst at the nursery. All potential hazards to their safety are identified and minimised through daily risk assessments and these are recorded and reviewed systematically. The environment, including the range of toys and resources, is suitable to meet the developmental needs of the children. Staff have created defined areas for different types of play within the large hall and outdoor area, and overall, these stimulate children's learning and offer them challenges to extend their thinking.

The setting has a positive relationship with parents and encourages their involvement in their children's learning. For example, children enjoy taking home books to share with their parents and have opportunities to take 'Barney Bear' home to share their experiences over the weekend. Parents feel well informed through daily discussions with the staff, displays of photographs and newsletters. Although staff stress that parents do have regular opportunities to access their children's developmental records and can ask to see them at any time, these records are often stored in the first floor office and not always as freely shared as they could be. This also means that some parents are not inspired to contribute to these records on a regular basis. Staff have appropriate skills to assess any gaps in children's achievement and share information and records with parents and interagency teams. As a result, outcomes for children with special educational needs are good and staff are taking positive steps to ensure children receive the tailored support they need to progress. The setting also fosters effective partnerships with the local primary schools as the staff attend local cluster meetings to discuss the needs of the children who are due to move onto full-time school.

The manager and staff work effectively as a cohesive team. Together they have completed an accurate self-evaluation of the provision, which provides a clear overview of the strengths and areas identified for improvement. For example, recent plans have focused on reviewing the layout of the large hall to ensure children can access more resources for themselves and the successful review of snack time has resulted in increased opportunities for children to manage tasks such as pouring, chopping and spreading.

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

Staff demonstrate a sound knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and have the required skills to promote children's ongoing progress. They get to know children from the beginning as they discuss each child's individual needs, likes and dislikes with their parents. They are aware of the children's ongoing achievements as they observe their interests and the skills they are developing. Many of these observations are recorded in the children's learning story records, along with photographs, and staff are fairly confident in using this information to plan for the next steps in children's individual learning.

Children are settled and enjoy their time at the welcoming nursery. The large hall and outdoor area are resourced with an appropriate range of toys and equipment that support children's learning across all areas of the Early Years Foundation Stage. Children engage in enjoyable and purposeful activities based on their individual interests, preferences and abilities. However, the planning and provision of resources is not always sufficiently flexible and varied to ensure children remain challenged and interested throughout the session. For example, there are missed opportunities to change the direction of children's play or to introduce new resources when children become unsettled towards the end of the session. Children are independent, have developed a sound sense of belonging and take responsibility for themselves, each other and their environment. For example, they remember to put their aprons away when they have finished with them and kindly offer pencils to others sitting at the table. Children are developing steady skills in communication, language and literacy. For example, they show a keen interest in sharing books together and access a suitable range of tools to encourage their early writing skills. Staff are particularly mindful to offer support to the youngest children in the group. For example, they take time to show younger children how to use the scissors to cut the paper and ensure they are well-supported as they access the small climbing frame. Telephones, calculators and kitchen appliances are used by the children in the role play areas, which means that they learn about the uses of everyday technology and develop skills for the future. There are a few positive images displayed in the nursery to challenge children's thinking about language and ethnicity, however, opportunities to strengthen children's awareness of wider diversity and difference are not promoted as effectively as they could be in the continuous provision.

Children benefit from access to an enclosed and partly covered outdoor area, located directly off the main hall. This enables children to flow freely between the indoor and outdoor environments and to benefit from the fresh air. They confidently help themselves to a waterproof coat before heading outside on a rainy day, and enjoy extending this experience by making prints with Wellington boots in the paint. Children are encouraged to maintain their good health by following effective hygiene procedures for hand washing and through eating healthy and nutritious snacks. This includes a selection of fresh and dried fruits with a choice of milk or water. Regular visits from a dental hygienist help children to learn about brushing their teeth and avoiding sugary foods. Children show a good awareness

of their own safety as they remind others how to carry the scissors safely and understand how the fluorescent jacket helps them to be seen during outings. Fire safety is also introduced to the children as they are involved in regular practise fire drills and have opportunities to talk to local firefighters who visit the nursery.

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	3
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	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	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	2
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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