

Bright Sparks Pre School Ltd

Inspection report for early years provision

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Inspector	Rachael Williams

Setting address	Stoke Lodge Primary School, School Close, Patchway, BRISTOL, BS34 6DW
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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 Pre-school Ltd is owned by two directors and is a non profit organisation. The provision was first registered in 2004 and re-registered in 2011. The provision operates from new purpose built premises on the site of Stoke Lodge Primary School, South Gloucestershire. The setting is divided into four main play rooms to accommodate children aged from birth to 13 years old. This includes separate provision for children under two years old. Facilities also include a sensory room, kitchen, offices, accessible toilet and shower provision. There is a fully enclosed outdoor play area. The setting also has access to the outdoor facilities of the school including a wooded area and sensory garden.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 71 children under eight years old may attend at any one time, of whom nine may be under two years. There are currently 220 children on roll, of whom 160 are in the early years age range. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language. The provision opens five days a week all year round, except for bank holidays from 8.00am to 6.00pm. Pre-school sessions operate from 8.15am until 12.15pm and from 12.15pm until 3.15pm. The setting is in receipt of early education funding for two and three-year-olds.

The directors employ 15 members of staff to work directly with the children; of whom, 10 have Level 2 or above early years qualifications. One member of staff is working towards an early year's degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is highly effective in meeting children's needs through effective collaboration with parents and key agencies. There is good support for each child who is recognised as an individual and they make good progress in their learning through consistent interaction by knowledgeable staff. Children's welfare is promoted well especially with regards to exceptional safeguarding procedures. The directors have an accurate understanding of the strengths and weaknesses of the provision and improvements are of top priority.

What steps need to be taken to improve provision further?

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

- develop further assessment arrangements to link observations to learning and development requirements in order to monitor children's engagement in tasks and to be more consistent in identifying learning priorities.

The effectiveness of leadership and management of the early years provision

Exceptional knowledge of safeguarding procedures enables staff to take prompt and efficient action should a child protection incident occur. There is excellent partnership working with key agencies to enable high-quality support to be offered in times of need.

Comprehensive, well maintained and monitored risk assessments have been established for all areas used by the children; including places visited on outings. Vigilant staff complete daily visual checks to ensure children are cared for in a safe and secure environment. Excellent systems are in place to monitor access to the provision. For instance, buzzer entry and video phone are used and all visitors are greeted by staff and requested to record their attendance. Effective arrangements have been established and are regularly reviewed to ensure children are collected by suitable adults. Robust arrangements have been established to ensure that all staff working with the children are suitable for their role and have been appropriately vetted.

Children confidently explore the exceptionally well organised environment. They are able to access a very broad range of high-quality toys and resources, which includes a vast range of multicultural resources to reflect the diversity of the children who attend. These are stored in labelled, clear boxes on low level units. Consequently, children are able to access these independently and make choices about their learning. For example, when wooden logs are put out for children to access they are keen to select toy animals and dolls to accompany their imaginative play. Excellent use is made of the local environment such as, regular visits to the woodland area on the school premises where Forest school skills are beginning to be introduced.

Parents speak highly of the staff and the setting and comment how their children have thrived, their children's confidence has been boosted and how they are able to contribute to their children's learning with home achievements detailed in the communication diary or through parents meetings. Parents are provided with a wealth of information for instance, through the use of a notice board, welcome pack and newsletters. Parents are actively involved in the setting and willingly offer their time for instance, to read stories to the children.

Excellent use is made of small group times to support children who have special educational needs and English as an additional language. There is excellent partnership working at all levels to provide children and their families with effective support such as, regular communication with Play link to fully integrate children of travelling families into the pre-school. Key staff competently use the Common Assessment Framework for the early identification of individual needs. Exceptional engagement with the local primary school has improved children's confidence in their transition to the reception class. For example, photographs are taken to share with the children if they show any concern and activities such as, undressing themselves, are incorporated into daily routines to promote their personal

independence.

Leaders and managers have responded well to recommendations raised at the last inspection. For instance, a new planning system has been fully embedded and well executed to provide children with numerous learning opportunities which relate to their interests and ideas. Staff meetings, mentoring systems and professional development are used effectively to promote improvements within the setting. For instance, all staff are proactive in accessing relevant training as identified in their regular appraisals. The directors of the setting use information obtained from children, parents and staff to monitor the provision well. Consequently, on the whole, they have an accurate understanding of the strengths and weaknesses of the setting and use information obtained from the quality assurance scheme to identify actions to be taken to improve the outcomes for children. For example, communication boards have been established which has improved the interests of parents in the activities children engage in on a daily basis. To improve the setting further practitioners wish to further implement the importance of play with parents, develop the library and cookery schemes and introduce risky play for instance, through Forest school. Not all identified actions reflect on how the improvements which impact on children's development.

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

Children confidently explore a broad and balanced range of experiences which meet their developing needs. Flexible planning encourages spontaneous activities and has high regard for children's interests. Topics are well thought out. For instance, as children have just started at the pre-school all children are involved in an 'all about me' topic which encourages children to look at similarities and differences between themselves and their friends. An activity of decorating a biscuit so that it looked like a face supported children to identify facial features. Small group times are used exceptionally well to narrow the gap in achievement for instance, in promoting children's communication skills through speech and language therapy (SALT). Individual planning thoroughly supports these children to achieve.

Young children are keen to investigate how things work. For instance, a child thoroughly enjoys using a spanner in his role play to fix the loft showing good coordination and use of tools for a purpose. Practitioners adapt the environment regularly so that children have differing experiences such as, providing children with soil filled tyres for them to use diggers to transport the earth. Excellent use is made of the sensory room to provide children with holistic play opportunities. For example, children are able to explore the heat of an African country and the different smells of the fruit as they listen to and watch a story shown on the projector which is read in an appropriate dialect.

Children have a wonderful sense of belonging. Close and caring relationships have been established and children are confident and settled within the provision. Children's achievements are valued. For instance, a WOW board is used effectively

to inform parents of exceptional achievements. Practitioners have very good knowledge of children's starting points and capabilities through effective settling in arrangements and observations of the children. However, observations are not consistently linked to the aspects within the areas of learning and stages of development within the learning and development requirements. Consequently, the system is not consistently effective in detailing children's progression and learning priorities.

Children develop good understanding of effective hygiene routines and how these keep them healthy. For example, clear explanations are given to children when plates are removed from the floor and promptly washed during a cooking activity. Meticulous nappy changing arrangements promotes good hygiene to support children's well-being. Children help to prepare healthy and nutritious snacks in a scrupulously clean kitchen which includes a selection of fruit provided by parents and a range of savoury snacks. Children thrive on the responsibility of being the special helper for the day and are keen to wash up after the children have finished. Healthy eating is promoted effectively through the use of topics and stories. Children engage in activities where they are able to grow, harvest and eat a range of fruit and vegetables. Furthermore, children learn how to care for the animals within the pre-school in a safe environment. They learn about what they need to survive and how to keep them clean. Rigorous systems are in place to ensure that first aid, following minor accidents, is administered promptly by qualified staff and efficiently documented to share with parents. Robust systems have been established to ensure that medication is administered appropriately and consistently shared with parents. Comprehensive health care plans are established which are regularly updated through liaison with parents and health professionals to ensure children's well-being.

Staff promote safety very well when on outings for instance, a 'walkadile' is being introduced so that children can hold on and develop their understanding and awareness of safety. Children are aware of the need to wear high visibility vests when on outings for instance, when they visit the local shops. Children show good awareness of safety through the consistent and clear explanations from staff. Children's behaviour is exemplary as they are fully engaged in activities and therefore, there is little time for them to be bored or disinterested.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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