

Bright Sparks Day Nursery

Inspection report for early years provision

Unique reference number 223198
Inspection date 31/10/2011
Inspector Parm Sansoyer

Setting address 31 Hurst Road, HINCKLEY, Leicestershire, LE10 1AB

Telephone number 01455 234266
Email info@brightsparks-daynursery.co.uk
Type of setting Childcare - Non-Domestic

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 Day Nursery opened in 1995. It operates from a converted detached house on a residential road near the centre of Hinckley in southwest Leicestershire. It is privately run by joint proprietors who own two further nurseries within Leicestershire. Children are based in four playrooms on the ground and lower ground floor. Children have access to a secure outdoor play area. Children attend from the local and surrounding areas.

The setting is registered to provide care for 24 children aged from birth to eight years, of whom no more than 12 may be under two years of age at any one time. Currently, there are 31 children on roll of whom 24 are in the early years age group and seven are aged from five to eight years. The setting is open from 8am to 5.30pm from Monday to Friday, throughout the year.

The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged three and four-years-old. There are seven staff employed to work with the children. Of these, two hold a qualification at level 5 in early years, three hold a qualification at level 3 in early years and two are unqualified and working towards a level 2 qualification in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children settle well due to the warm and caring staff approach and the positive relationships fostered with their parents. All children are valued and included and their personal, social and emotional development needs supported well. The resources, planning systems and teaching methods are used reasonably well to help children make satisfactory progress in their learning and development. Safeguarding regulations are met in relation to child protection issues, although, arrangements for minimising risk in the environment are not robust enough. Partnerships with parents, cares and other agencies are satisfactory. Systems to evaluate and monitor the settings effectiveness in its provision for the children's welfare, learning and development are developing.

What steps need to be taken to improve provision further?

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

- improve the risk assessment so that it includes all aspects of the environment that need to be checked to ensure that all hazards to children are kept to a
- 11/11/2011

minimum. (Suitable premises, environment and equipment)(Also applies to the Compulsory and Voluntary part of the Childcare Register).

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

- plan and provide a broader range of experiences with a clearer learning intention across all six areas of learning, paying particular attention to children's problem solving, reasoning and numeracy development and communication, language and literacy
- increase the range of resources and plan more clearly their use to help extend children's play, learning and choice
- build on the systems for identifying, monitoring and evaluating areas for improvement to more effectively secure continuous improvement.

The effectiveness of leadership and management of the early years provision

There are appropriate written policies and procedures in place in relation to safeguarding children from abuse and neglect and there is a relevant designated member of staff with overall responsibility. All of the staff have a satisfactory understanding of their role and responsibilities in relation to safeguarding children. Recruitment and induction procedures are effective in ensuring that all staff are appropriately vetted, qualified and experienced. Staff are deployed effectively to meet the varying needs of the children attending and supervise the children well at all times. However, indoors reasonable steps have not been consistently taken to keep hazards to a minimum. For example, in the baby room hot radiator pipes have not been made inaccessible to children and there are electric cables which have come loose from the walls both outdoors and indoors. In addition, the annual written risk assessment of the environment does not sufficiently identify all aspects that need to be checked and therefore, hazards to children are not effectively kept to a minimum. This is a specific legal requirement which has not been met. All of the other required documentation, records and policies are in place.

Partnerships with parents and carers and other settings, professionals and agencies are satisfactory. Parents receive appropriate information about the provision, curriculum and its policies. Systems to keep parents informed about their children's achievements and progress are developing. There are appropriate systems in place to share information with the local feeder schools and to support transition.

Staff have a satisfactory knowledge of the learning and development requirements for the Early Years Foundation Stage. They plan a varied range of activities and use a reasonable range of teaching methods, which helps children make steady progress in their learning and development. However, the educational programme does not always offer a broad enough range of experiences across all areas of learning. Staff plan a balance of adult-led and freely-chosen activities and experiences that are interesting, inviting and enjoyed by the children. However,

the learning intention of some activities is not always clear and therefore, learning opportunities are not always fully extended. The environment outdoors is particularly well resourced and managed to help children freely choose, explore and discover. Resources indoors are adequate to support children's learning and development. However, the planning and use of resources is inconsistent, resulting in planned goals in learning and development not being achieved consistently enough. Recent changes to the observation and assessment system mean that staff are becoming familiar with its use. They make regular observations of what children do, like and enjoy and use this information to plan experiences for their enjoyment.

There have been some significant changes since the last inspection including a new person in charge, deputy and several new staff. This newly established team are supported well by the leaders to raise their skills and qualifications. Some progress has been made since the last inspection. For example, recruitment procedures are now effective in establishing the suitability of the staff employed and the outdoors area has been further developed to offer a broad range of physical play opportunities. The other recommendation made in relation to improving children's achievement is still an area for ongoing improvement. The leaders and manager are motivated to seek improvement and are mostly effective in focusing the settings efforts on the priorities identified, such as, improving and refurbishing the premises. However, self-evaluation is uneven in rigour and does not clearly enough identify all areas for improvement or provide sufficient focus or challenge on what and how it will be achieved.

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

Children's personal, social and emotional development is supported well. Children are happy and settled because relationships with staff are warm and positive. Children gain a real sense of belonging and are familiar and confident within the environment. More able children begin to increase their self-help skills as they are encouraged to do things for themselves and younger children are encouraged and supported well to try new experiences. Children enjoy the familiar routine and are well behaved and learn about sharing and taking turns.

Children increase their language as they spontaneously interact with adults, who mostly engage them well in conversation and promote their language and communication skills. The environment outdoors incorporates opportunities for children to use writing materials. Indoors, children have use of a writing table which is used by some children. However, they have fewer opportunities to use mark making during their play, such as in the role play area. Children benefit from regular stories and cosy book areas which are made available in all rooms. However, resources such as puppets and the various story aids are not made feely available to spark the children's interest in this area.

The children's knowledge and understanding of the world is supported well. Children benefit from some meaningful experiences as they plant and care for flowers, herbs and vegetables. Children engage in a variety of experiences in

which they learn about their natural environment. For example, as they investigate under the tyres and amongst the plants in the garden with magnifying glasses. Children begin to develop a sense of place as they learn about their own and others families. They begin to gain an understanding of other cultures and diversity through themed activities and by accessing a varied range of resources.

Children's problem-solving, reasoning and numeracy is developing. They seek patterns, count, sort and match through using a varied range of construction toys, puzzles and games. Staff use the daily routine well and computer to help older children consider mathematical concepts. However, children have few practical opportunities to recognise numerals, engage in early calculation and learn about and compare weight, capacity, and measurement. They also have few opportunities to take part in early scientific experiments through activities, such as, those that involve the sand and water.

Children enjoy a varied range of experiences to express their creativity and imagination through experiencing a variety of arts and crafts materials, engaging in role play and using musical instruments. Children respond well to what they hear, see, smell and touch as they use the paint, sand, water, dough, shaving foam and food play. However, these experiences are not always made freely available for children under three years to use at their own leisure to increase choice.

Children develop an appropriate understanding of dangers and how to stay safe through themed activities, such as, 'stranger danger' and crossing the road safely. The extent to which children adopt healthy lifestyles is satisfactory. Staff and children follow appropriate hygiene practices to prevent the spread of germs and areas are kept satisfactorily clean. Many children benefit from access to the outdoor environment throughout the session and challenge, test and extend their physical skills. Children, including babies, benefit from healthy meals and snacks that are freshly prepared on the premises. Children learn to behave well, join in and make friends, which helps them develop satisfactory skills for the future.

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? | 3 |
| 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 | 3 |
| 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 | 3 |
| 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 | 3 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| 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:

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 (also applies to the Voluntary part of the Childcare Register) 11/11/2011

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 11/11/2011