

# Bright Sparks Day Nursery

Inspection report for early years provision

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**Unique reference number** EY279775  
**Inspection date** 09/03/2012  
**Inspector** Teresa Kiely

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**Type of setting** Childcare - Non-Domestic

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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 Day Nursery opened in April 2004. The nursery operates from a purpose-built modular building in the grounds of Richard Challoner Comprehensive School in Malden Manor. The nursery is privately owned and is independent of the school. It is in the London borough of Kingston upon Thames. The nursery contains four rooms for day care and an office, staff room and a kitchen. There are two enclosed outdoor play areas. It is located close to a local park, shops, and bus and train services. The nursery is open every weekday from 7:30am to 6pm for 51 weeks of the year, closing only for bank holidays. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery is registered to care for 43 children at any one time under the age of eight years, all of whom may be in the early years age range, although only 15 may be under the age of two years. There are currently 67 children on roll. The nursery is funded to provide some free early education for children aged three and four-year-olds. The nursery supports children with special educational needs and/or disabilities. A small number of children attend who learn English as an additional language. The nursery employs nine full time members of staff, seven part time staff and a cook, of whom 14 hold relevant qualifications. One of the managers has Early Years Professional Status. Several staff are now extending their qualifications, and another is working towards a relevant qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children make good progress in their learning and development and show an extremely strong sense of belonging and confidence. Those in charge are effective at supporting their staff, and have developed a highly positive relationship with parents and carers. Generally, children are suitably challenged through high quality planning and organisation. The management systems run smoothly because of thoughtful and confident leadership. These systems include mainly effective evaluation of the provision offered, so the nursery is strongly placed to maintain continuous improvement.

## What steps need to be taken to improve provision further?

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

- reconsider the daily routines to provide more uninterrupted time for independent learning inside and outside
- consolidate planning to include each child's interests and experiences along with their supported activities.

## **The effectiveness of leadership and management of the early years provision**

The managers work hard to keep all children safe, and the staff have an effective understanding of how to protect children. They are well trained and vigilant in issues of safety. They check the rooms daily so that they are safe for the children. A robust recruitment strategy is implemented, so that suitably qualified and vetted staff are employed.

There is mutual respect between the managers and the staff team. Managers recognise the importance of staff undertaking regular training, in order to improve their skills in working with the children. This includes the appointment of a staff member with more specialist training in how to support children learning English as an additional language, in order to improve outcomes for this particular group of children. The staff and parents are included in decision making, and this supports the accurate identification of areas for development. There is a careful analysis of strengths and weaknesses. Key areas of development are carefully considered to ensure that improvements are secure, such as the development of the outside area for younger children.

Each room contains good resources, appropriate to children's differing stages of development. Resources are provided at child height for easy access. Younger children particularly enjoy the free space and movement that is available to them and this has improved since the last inspection. Some resources are deliberately situated to support the specific needs of individual children. Across the nursery, there is an emphasis on developing children's self-image and self-esteem, supported by the use of mirrors and photography, including many photographs of children at home with their families.

The nursery has given careful attention to the development of diversity and children's family backgrounds. Resources and displays reflect this emphasis on diversity. Displays show families around the world, and key words and phrases in a number of languages. Children's individual needs are well-supported and effectively managed, and one of the managers takes a key lead here.

The nursery works well in partnership with other agencies to support children's individual needs. Teachers from the local schools are welcomed to meet the children in the nursery before they start school, and useful information is exchanged to support continuity in care and learning.

Partnership work with parents and carers is exceptional. The nursery has developed a system of information that keeps parents very well informed about their own child's achievements. There is an exciting two way flow of information here. Children are also involved in making decisions about daily play opportunities. Parents comment very positively in learning journeys and face-to-face about the success of the learning opportunities for children in the setting. Staff work extremely successfully with parents whose first language is not English in order to promote good outcomes for their children.

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

Children are supported in their learning by a knowledgeable and thoughtful staff team. Across the nursery, children make good progress because they have an effective learning environment. All the children are offered the required areas of learning, indoors and out, owing to careful planning. Babies and younger children develop their physical skills because adults plan carefully for their development. They talk to the babies affectionately and warmly, and encourage their communication skills. They offer exciting activities such as blowing bubbles, and hand painting. When older children need individual support, such as when they start at the nursery, they are given more individual attention by key staff.

Older children engage in stimulating activities such as using metal detectors outside. At lunchtime, these children learn to both serve themselves, and help tidy away, so making a positive contribution to nursery life. Children enjoy a range of good experiences across the day, from singing, to robust outdoor play. Routines sometimes interfere with the flow of play, particularly for the older children, which prevent them from following their own interests and making some decisions for themselves, such as deciding when they are hungry and want to have a snack.

Children make good progress in their learning because the staff team know the children well. Staff know what children need to do next to enable them to make good progress. Children's learning and development is supported in a well planned and structured way. Where necessary, children's additional needs are carefully identified, although, room staff do not link support to children's individual interests and experiences to support progress as effectively as possible.

Skilled staff work with babies and young children to settle them when they first start at the nursery and very warm relationships are developed. Throughout the nursery, children show extremely high levels of confidence and self-esteem. The staff know the children very well and support their developing sense of belonging and confidence by creating excellent relationships with the children and their families.

Children progress well in learning about healthy living and are eager to play outdoors daily. They tuck into nutritious meals cooked daily by the nursery cook. Sometimes, the menu contains parents' own recipes suggestions. Children enjoy their carefully prepared food and snacks, including a daily fruit platter in each room. Regular trips to the local park expand their experiences. Visitors, such as the police, help children develop a good understanding of how to keep themselves safe.

Children communicate well with one another. Older children know clearly what is expected of them in the nursery. Younger children and babies gain from the strong sense of security and belonging that runs through their daily experiences. As children grow and change rooms, they are supported by thoughtful arrangements and preparations. This enables them to progress well across the nursery, so that

by the end, they are well prepared for the move to school.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	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