

Bright Sparks Day Nursery Ltd

Inspection report for early years provision

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Inspection date

14/03/2012

Inspector

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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 Ltd opened in 2011. It is one of a group of seven nurseries and Out of School facilities under the same private ownership. The nursery unit is based in purpose built premises in the grounds of the primary school, in the village of Shillingstone, north of the town of Blandford in Dorset. The nursery provides full daycare for younger children and after-school care and holiday provision for older children. The nursery unit consists of one large playroom, separated into different areas. Toilet and kitchen facilities are available on site, along with a secure outdoor play area. Children, particularly those attending the afterschool and holiday facility, also access the main school, making use of the hall, library area and reception classroom. Children attend from the local area and neighbouring villages and towns.

The nursery is open each weekday from 8am to 6pm all year round. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may care for up to 56 children from one year to under eight years, of these not more than 26 may be in the early years age group. They also provide care for older children, up to the age of 12 years, after school and during school holidays. The nursery provides free early education for two, three and four-years-olds. There are currently 27 children on roll, 26 of whom are in the early years age group.

The setting employs five staff. The manager and two members of staff hold level 3 qualifications in childcare. One member of staff is currently working towards a level 3 qualification and one towards a level 2 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and settled. They enjoy a wide range of exciting activities and experiences, both indoors and out, that support them in making good progress in their learning and development. Staff have a comprehensive understanding of children's individual needs, established through excellent partnerships with parents. Links with other settings which children also attend are being developed. Overall, the setting is well organised and documentation is used effectively to support children's welfare. Secure systems are in place to review and evaluate the provision. This means that the capacity for the nursery to make continuous improvements is good.

What steps need to be taken to improve provision further?

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

- extend the links with other settings providing for children to promote consistency and continuity in their learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is supported well. Staff are confident in their understanding of their responsibilities regarding child protection, helping to ensure that prompt and appropriate action is taken in the event of a concern. Staff are vigilant about safety at all times and effective deployment of staff means that children remain well supervised. Written risk assessments are completed enabling staff to monitor safety arrangements to help keep children safe. Robust recruitment and induction procedures are followed to check staffs' suitability and help provide new staff with a secure awareness of their individual role and responsibilities. Overall, documentation is used effectively to support children's welfare. The nursery environment is well organised, bright and welcoming for the children to enter into. Good use is made of both indoor and outdoor areas to support children's enjoyment and development. An excellent range of resources are well organised, allowing children to plan their own play and learning and become increasingly independent. Posters, resources and activities support children in respecting and valuing diversity. Celebrations relating to festivals such as Chinese New Year, which include a Chinese Takeaway role play area, help children to develop an awareness of different cultures and beliefs.

Under strong leadership from the registered person and manager, the staff team work closely together to support the individual needs of each child. Staff are keen and enthusiastic, getting fully involved as children play. They have a secure understanding of their roles and are well supported by management to increase their own skills. Staff consider and respect the needs of individuals and take positive steps to ensure everyone feels included. For example, they have started to use sign language with all the children, enabling them to communicate in alternative ways. Staff, parents and children are heavily involved in decision making and evaluating the effectiveness of all aspects of the nursery. Feedback from parents is actively sought and their comments are taken on board to make positive changes within the nursery. For example, a notice board is now positioned in the lobby area to keep parents better informed.

Staff develop very strong relationships with parents and children feel settled and secure due to excellent settling in arrangements. This includes a 'keyworker bonding session', where staff visit children in their own home and enables key staff to get to know each child extremely well. Parents have many opportunities to become involved in their child's learning. They add their own ideas to the 'topic tree' and are provided with detailed information about future activities to encourage them to be involved. They receive frequent information through the 'sharing' books and are encouraged to contribute their own observations to their child's learning folder. This helps to ensure that parents and staff work closely together to support each individual child. Strong links have been established with the neighbouring primary school, with children making regular trips across to enjoy story times, PE sessions and eat their lunch. This increases children's confidence, thereby, easing the transition to school. Although some information has been

shared with other settings which children also attend, this has not been fully developed to increase consistency in the support offered.

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

Children are motivated, interested and keen to learn. The staff understand children's individual needs and preferences and welcome each of them into the nursery, helping them to settle quickly. Children form secure relationships with adults and build strong friendships with their friends, as they learn to share and help each other. They are polite and well behaved. Staff explain boundaries and remind children about expectations. For example, when noise levels rise during story time, the staff ask the children whether it's time for 'indoor or outdoor voices', helping children to adapt their behaviour to benefit the whole group. Activities are very child-led, with staff on hand to support their interests. For example, when children start to play under a table a staff member suggests they might like to make dens outside, enabling them to extend and develop their particular interest. Detailed observations are made as children play, helping staff to plan future activities. This, along with information received from parents, helps to ensure that children are offered support and appropriate challenge to help them make good progress in all areas of learning.

Children develop a strong sense of belonging as they self register using the photographic name cards. They feel included and involved as staff welcome them individually and make sure that activities which reflect their individual preferences are easily accessible. Children are confident communicators and gain valuable skills for the future. They use talk to organise their own play and negotiate roles as they engage in conversations. Their awareness of print and letter shapes and sounds is very well supported. Key words are used throughout all areas to help children recognise that print carries meaning. They are encouraged to have a go at writing their own names on the Mother's Day cards they make. Their faces light up as they are praised for their efforts, giving them increased confidence to use mark making in their play. Children enjoy access to many books throughout the nursery. They often use these by themselves, recalling key parts of a favourite story as they look at the pictures. They use numbers in their play, counting as they enjoy a game of hide and seek outside. They learn to compare weight as they participate in cooking activities and are keen to start measuring the growth of the beans they have planted. Children have regular use of a computer to gain valuable skills in using information and communication technology. They freely access creative resources, enabling them to use their imaginations and explore difference materials.

Children's physical development and ongoing health is well supported. They access the outdoor area frequently, benefiting from engaging in physical activities out in the fresh air. They are provided with healthy snacks throughout the day and have the option of enjoying a nutritious hot lunch. Children help themselves to drinks of water and talk about healthy eating, using the soft toy fruit and vegetables to help identify foods that are good for them. Children learn about safety as they engage in daily activities and follow simple rules. They put on their imaginary 'walking

shoes' as they go across to the school building, helping to prevent accidents. They learn about road safety and wear high visibility jackets when they go on outings, recognising that this helps them to be seen, thereby increasing the safety of the whole group.

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	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

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	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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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