

Brightsparks Day Nursery

The Colonnades, 619 Purley Way, Croydon, CR0 4RQ

Inspection date	25/02/2013
Previous inspection date	15/03/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- This nursery is a calm and happy environment where children make good progress in their learning.
- Children develop their curiosity and independence well.
- Informative newsletters, email and verbal communication keep parents very well informed about the activities planned.
- Parents are encourage to participate in their children's learning by inviting them in to share the child's interest with them.
- The environment is naturally bright, clean and well maintained and equipped with a varied range of age appropriate and good quality resources.

It is not yet outstanding because

- systems to share children's next steps to promote consistency in learning between the key person and staff providing cover have not been fully established.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time talking to the parents, manager, staff and provider, and interacting with children.
- The inspector observed activities and routines in the different group/ playrooms and the outside area.
- The inspector looked at documents including checks on staff suitability, policies and procedures, risk assessments, accident book and children's developmental records.
- The inspector looked at children's assessment records including completed copies of two year old checks, observation and planning documentation and the provider's self-evaluation.
- The inspector completed a joint observation with the assistant manager of the setting.

Inspector

Marvet Gayle

Full Report

Information about the setting

Brightsparks Day Nursery has been registered since April 2007 and is one of four privately owned nurseries. The nursery is open from 7.45am until 6pm, five days a week all year round, excluding bank holidays and one week at Christmas. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a single storey purpose-built building, located within a leisure complex on the Purley Way, London Borough Of Croydon. There are ample parking facilities to assist the safe dropping off and collection of children. Children are cared for in four age-appropriate rooms including a baby room with separate play and sleep areas. There are three fully enclosed outdoor play areas and laundry and kitchen facilities on site. There are 71 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four. There are 14 members of staff of which 12 hold suitable qualifications in childcare and education. Staff from the other nurseries cover sickness and/or holiday absence. A qualified cook is also employed to provide meals on site on a daily basis. The nursery receives support and mentoring from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- ensure the key person is paired with a 'buddy' who knows the child, family and child's next steps in learning as well to promote continuity in learning when the key person is not present.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The staff has a good knowledge of the seven areas of learning. All activities are age appropriate and keep the children's attention for sustained periods of time. The children settle well and are happy to be at nursery and choose what they would like to play with. The staff are attentive to children's needs and provide individual attention when needed.

Each room is equipped with resources to support and extend children's learning. Children are in line with their development miles stones and in some cases they are above. The variety of resources and opportunities are motivational and attractively presented.

The staff record children's starting points and capabilities when they join the nursery. This helps them plan meaningful play opportunities for individual children. All paperwork reflects the revised areas of learning and this is how the staff record children's achievements. Staff are skilled at supporting children's learning and they help them acquire new skills at a pace that suits them. The key person system works very well and staff understand children's capacity to learn and use this to narrow any achievement gaps. Staff are aware of the achievements and next steps of learning for their key children and promote their learning well. Although at times this information is not always effectively shared with other staff who are providing cover.

Staff are good role models, they speak to each other with respect and show children how to behave in a positive manner. Children interact very well with each other and staff understands social interaction is important and use praise and encouragement to reward the children. Children are motivated to learn and have the confidence to try something new. Regular assessment ensures there is a sharp focus on how children learn and therefore plan suitably challenging activities with the children and parents involvement. This also helps the staff understand their role in teaching and supporting children's learning.

The staff understands the importance in including all parents in their children's learning. There is a strong partnership with parents and carers with a free flow of information that ensures children progress and their welfare needs are well met. Staff supports parents who have concerns about their children's development and attend meetings with other agencies as required. They are fully committed to supporting the family as a whole and feel this is an imperative way to meet children's individual needs.

The contribution of the early years provision to the well-being of children

Children demonstrate a strong feeling of security and sense of belonging in the nursery. The staff are kind and affectionate towards them when they are anxious or need reassurance. Children enjoy cuddles and look to the staff for support and guidance. The key person approach encourages children to form effective relationships and attachments to their peers and other adults. This helps promote children's well-being.

Children have access to enriching outdoor play opportunities and bring the inside out whenever possible and this ensures all children's needs are catered. The outdoor area provides an exciting and interactive space to extend children's experiences. It encourages them to explore their natural environment. It enables them to manage risks safely, and use their imagination to solve problems and co-operate with others. Children's health is promoted well. They enjoy regular opportunities to enjoy fresh air and exercise. Staff ensure children are suitably dressed to play outside in all weathers. Meal times are a social occasion and used to support children's interaction with others. They also offer

opportunities to develop communication and language skills even for the youngest children. All children eat well and enjoy the healthy range of meals provided.

Staff act as good role models for children whose behaviour is very good. There is a clear behaviour management policy in place and a named member of staff responsible for overseeing behaviour management in the nursery. Children work alongside each other and are learning to share and take turns. Staff are very aware of children's emotional needs and they all receive equal amounts of support. Children move safely around the room and keep themselves safe by stopping and starting when an area get crowded. They negotiate the space well allowing others to pass or telling others someone needs to pass therefore avoiding accidents. Staff encourage children's independence skills effectively. They encourage children to wash their own hands developing good hygiene skills. Children choose what activities they would like to play with, and these all help develop good skills for the future.

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

The nursery staff are aware of their role and responsibilities in protecting the children in their care. There are good systems in place and staff know the procedures to follow if they have any concerns. There are clear and robust systems in place for staff recruitment. All adults who have access to the children have completed a suitability checks, including criminal record checks. Risk assessments are completed daily for indoor and outdoor activities. This enables children to play and learn in safety. Staff uses a self-evaluation to accurately identify the strengths and weaknesses of the provision. They monitor and evaluate their practice and take steps to change what does not work or benefit the children. Staff are confident in their role and the leadership and management of the nursery has clear plans for improvement and sustaining the good quality of care they provide.

The nursery management team is focused on increasing their staff's knowledge through continual professional development. There is an appraisal system which identifies staff training needs and any new skills are implemented to improve children's learning opportunities.

There is a good partnership with parents and staff offer daily feedback about their children's day. Parents say they are very happy with the quality of care provided and the support of the whole nursery team. They would recommend the nursery to others. They receive newsletters, emails and on going verbal updates keeping them up-to-date with what the nursery is doing. They are invited to attend six monthly parents' evenings to see how their children are progressing.

Partnerships with other agencies and providers children link with are fully established. Staff aid transitions to school well and welcome any visits from local school teachers. This helps children get to know their new teacher before they start school. The well-established channels of communication allow staff to successfully promote children's learning,

development and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years

Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY348872
Local authority	Croydon
Inspection number	904126
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	61
Number of children on roll	71
Name of provider	Brightsparks Day Nursery
Date of previous inspection	15/03/2011
Telephone number	0208 6670687

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are

usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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