

# Bright Sparks Nursery School

Ebbesbourne Wake Village Hall, Ebbesbourne Wake, SALISBURY, Wiltshire, SP5 5JF

## Inspection date

14/03/2013

Previous inspection date

15/01/2009

## 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

- The very good relationships with staff help children feel settled, gain in confidence and make good progress in relation to their starting points at entry and capabilities.
- The committed and consistent staff team, under the guidance of the management team, monitor the nursery provision very well. Managers encourage further staff training, which benefits the children.
- Staff have a very good understanding of how children learn and develop, they plan and provide challenging and enjoyable experiences that meet their individual needs.
- A well established key person system is in place , which supports staff relationships with children and their families.
- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination, which are very well supported by staff.

### It is not yet outstanding because

- There is a lack of opportunities at mealtimes for children to build on their self-care skills by preparing and serving their own snacks and taking responsibility for their own packed lunch bags.
- There are few opportunities for children to understand, explore and develop positive impressions of the wider world by celebrating a wide range of different cultural festivals.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play and staff interaction, indoors and outside.
- The inspector looked at a representative sample of documentation, children's records and developmental plans.
- The inspector spoke to the children.
- The inspector spoke with available parents.
- The inspector spoke to staff at appropriate times throughout the inspection, during and after activities.

## Inspector

Marie Thompson

## Full Report

### Information about the setting

Bright Sparks Nursery School is privately owned and operates from the village hall in Ebbesbourne Wake, which is in South Wiltshire. The nursery serves villages and towns in the local area. The children use the hall and the enclosed outdoor play areas. Children also have supervised access to the large playing field. There is level access to the premises. The nursery is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is registered to accept up to 26 children aged from one to under eight years. It provides care for children aged under five during school term times and holiday care for children aged up to eight years. There are currently 27 children aged from two to four years on roll. The nursery opens five days a week during school term time and three days per week during some school holidays. Term time opening hours are from 9am until 4pm Monday to Thursday and 9am to 3pm on a Friday. Children attend for a variety of sessions. The nursery receives funding to provide free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and who speak English as an additional language. The nursery employs seven members of staff, including the owners, six have early years qualifications.

### What the setting needs to do to improve further

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

- strengthen the range of opportunities for children to understand, explore and develop positive impressions of the wider world by celebrating a greater range of different cultural festivals
- develop further opportunities for children to build on their self-care skills by allowing them to prepare and serve their own snacks and take responsibility for their own packed lunch bags.

## Inspection judgements

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

All children quickly become very confident and secure within the setting because the staff work very well together. This enables all staff to support children's development at their own pace. The children experience an extensive range of activities based on their interests, and the staff consistently develop ideas with ease, to ensure learning is effortless and meaningful. For example, when children show the others the equipment

their parents use at work. staff support children's learning throughout their play, extending their learning through skilful and sensitive use of questions to make children think or provide them with space or time to explore their own learning independently. Staff skilfully extend the activity by talking to the children about the different shapes of the hats and why it was important to wear florescent jackets. The nursery offer an inclusive setting where children begin to value diversity as positive images of culture, ethnicity and gender and some activities and resources are promoted in daily practice. However, there is a lack of opportunities for children celebrate and learn about a range of different cultural festivals to further build on their knowledge and understanding.

Children select from a range of fabrics and materials to create their own designs and respond to the positive praise that staff give and the shared enthusiasm of their friends. They use their small physical skills with accuracy. For example, they use scissors, sticky tape and glue sticks gaining good hand and finger control as they put their creations together. Staff are very supportive and ensure that children enjoy their activities. They work with the children, join in their conversation and share their interests. When children use paint and crayons staff value their work and ensure there are good resources available for them, close at hand. Consequently, children are generally learning to make independent decisions and they become absorbed in their activities and begin to develop good concentration skills. Children attempt to write their names on their work, making marks that resemble letters. Children see that writing has meaning from the labels around the room. A cosy and well-stocked reading area is available and children enjoy story times as staff use high quality picture books to read to them.

Children are confident as they move around the playrooms, selecting activities and resources of their choice. They play imaginatively as they dress up, become princesses, fairies and popular super heroes. The home corner is constantly evolving in order to excite and stimulate the children's imagination. For example, it has been a hospital, a vets and a library. The children made their own library cards and books, which they show with great pride. Opportunities for children to be active and develop their physical skills are provided in all weathers. They enjoy the opportunity to be outside in the fresh air, wrapped up in warm clothing. They run and chase enthusiastically, kicking and catching balls or pedalling tricycles. Staff continuously talks to children, asking questions and encouraging them to think and problem solve. Children count and staff use mathematical terms during all activities. They count how many children are present and have some understanding of simple mathematical terms, such as, next to, or more than. They recognise shape, colour and pattern, confidently putting together jigsaws. During texture week children learnt about and experienced a wide range of textures and the properties of substances such as melting jelly and ice. Children looked at how chocolate melted in their warm hands, and played with pasta. Children take part in regular cooking activities and have made a super range of foods such as, quiche, savoury bread and butter pudding, cheese straws and soup. They mix, weigh and prepare the ingredients. This is a fun way to promote children's mathematical development while also providing them with transferable skills for the future.

Children are extremely settled in the provision, supported by the calm and consistent interaction of the staff. All staff are highly skilled and sensitive in helping children form secure emotional attachments, and provide a strong base for their developing independence and exploration. Staff know the children and their families extremely well operating a 'key person' system that helps to build close bonds that lead to trusting relationships. Children demonstrate high levels of confidence and self-esteem; they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. They enthusiastically help to tidy away, which shows they are developing a good awareness of responsibility within the nursery. Children's behaviour is very good and their sense of belonging is demonstrated by their familiarity in routines. The staff have a consistent approach to managing behaviour. They praise positive behaviour and encourage children to show respect and care for others. Children's behaviour is good overall; they share toys fairly and enjoy taking turns in activities, such as with the swings outside.

The well-resourced environment and knowledgeable staff support children's development very well and promotes their growing independence skills. Children benefit from an extensive range of activities prepared in advance of their arrival to make them feel welcome. Children have freedom to play and explore, which is due to the well-organised space. Resources are accessible and well used to encourage children's play and independence. For example, a suitable range of toys and play materials, such as an arts and craft trolley, are readily available for the children to choose from and to be creative.

Good hygiene practices underpin children's good health. Staff work well in partnership with parents to promote children's understanding of healthy eating; for example, parents provide healthy lunchboxes. Children enjoy good healthy snacks of fruit, and drinks are always available to children so that they can help themselves at any time. Children are becoming increasingly independent, taking control of some areas of their personal care by putting aprons on to play with the water or paint and washing their hands before eating. However, there is a lack of opportunities at mealtimes for children to build on their self-care skills by preparing and serving their own snacks and taking responsibility for their own packed lunch bags. Children energetically join in with physical exercise, such as when playing outside, and join in the music and movement sessions. The opportunities for all children irrespective of age, to have fresh air and exercise are available throughout the day as the nursery operates a free-flow system from indoors to outside. The lovely outdoor areas are very well equipped with climbing and balancing resources, natural materials, such as large rubber tyres. The annual sports day gives the children opportunities to take part in team games and make obstacle courses. Children enjoy music and movement sessions undertaken by a qualified instructor. The instructor uses music to stimulate exploration with rhythmic movements. She enhances this with the use of stories, props and musical instruments, which the children thoroughly enjoy. This further develops their physical skills, and provides them with firm foundations for developing a healthy lifestyle.

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

## provision

The leadership and management team set high aspirations for quality. They accurately identify priorities for the future and provide consistent support to the staffing team. For example, managers work alongside staff to promote consistency in children's care and learning. Thorough recruitment and induction systems are in place to help ensure staff are suitable and skilled in their roles. All staff contributes to their ongoing development, working with the management team to monitor the effectiveness of everything they do. The nursery provides a welcoming environment. The room and entrance hall offer a good range of displays, information and resources for parents.

All staff have a very good understanding of their responsibilities to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage and has effective strategies to monitor their implementation. Clear policies and procedures are displayed and these are known and understood by all staff who have completed appropriate safeguarding training. Risk assessments are completed for the premises and for all outings, to help monitor and ensure children's safety. There is a very good over view of the curriculum through monitoring of educational programmes to ensure a broad range of experiences to help children progress in their learning. This is based on a very good, secure understanding of the areas of learning and how children learn. Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. Staff maintain clear records of observations undertaken on each child, which are linked to the areas of learning and include details of the next steps planned for them. Children's achievements are consistently tracked against the early learning goals, to monitor their progress. Effective observation and assessment strategies mean that, where required, the children's need for extra support is identified quickly and staff work to meet the needs of the children.

The staff team is highly committed to working in partnership with other professionals and with parents. They have developed good quality methods to promote communication and maintain continuity of care for the children. Parents and carers receive comprehensive communication from the staff and key workers, where appropriate, on a daily basis. For example, through verbal communication and through use of the parents' information board, and through communication books for the younger children. These maintain a detailed and extensive flow of information between the staff and parents. Parents are very much encouraged to contribute to the provision, for example, by coming into the nursery to share their skills and talents. The strong partnership with parents helps to enhance good emotional development for all children and contributes to continuity of care. Parents particularly like the wholehearted approach of staff, the communications they receive and the transition arrangements that have been established. As a result of positive partnerships, children develop secure attachments with staff who offer reassurance if they need it. Through self-evaluation, managers, take into account the views of practitioners, children and their parents. They carefully analyse, monitor and self-challenge to drive for improvement that supports children's achievements overtime.

### **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 action. 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

<b>Unique reference number</b>	161979
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	846787
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Bright Sparks Nursery School
<b>Date of previous inspection</b>	15/01/2009
<b>Telephone number</b>	01722 781069

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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, which are usually the childminder's 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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