

Bright Sparks Day Nursery

31 Hurst Road, HINCKLEY, Leicestershire, LE10 1AB

Inspection date	03/04/2013
Previous inspection date	10/10/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Children's social and emotional needs are well-met by staff. Relationships are very good, therefore, fostering a sense of belonging and ensuring that children are confident learners. Partnerships with parents are effective with regard to sharing information that aids staff in meeting children's care and learning needs.
- Steps taken to safeguard children and promote their good health are robust. Staff identify and successfully minimise potential risks. Their secure knowledge of the signs of abuse and awareness of their responsibilities to protect children ensures that they are fully safeguarded.
- Transitional arrangements as children move through to new rooms and onto school support the children's individual needs well.
- The outdoor environment provides interesting and stimulating activities that engage children and promote their physical development.

It is not yet outstanding because

- Spontaneous opportunities in activities are not consistently used to extend and challenge children's learning.

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 looked at children's assessment records, planning documentation, evidence of practitioners' suitability and a range of policies and record keeping procedures.
- The inspector held a meeting with the owner and manager and talked to practitioners during the inspection.
- The inspector spoke to staff and interacted with children throughout the inspection.

Inspector

Patricia Bowler

Full Report

Information about the setting

Bright Sparks Day Nursery was registered in 1995 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises in Hinckley, Leicestershire. It is one of three nurseries privately run by joint proprietors. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs five members of childcare staff. Of these, all hold appropriate early years qualifications at levels 2, 3 and 6. The manager holds a level 5 qualification and is currently working towards Early Years Professional Status.

The nursery is open Monday to Friday, all year round, from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 34 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance focussed activities by making the most of spontaneous opportunities in order to extend children's learning, offer challenge and match children's abilities.

Inspection judgements

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

Children are cared for by qualified staff who have made significant progress in their understanding and implementation of the Statutory Framework for the Early Years Foundation Stage since the last inspection. Planning, assessments and observations are based on children's interests and, as a result, children make good progress in their learning, developing the necessary skills in readiness for school. Each key person knows their children well and liaise effectively with parents to identify clear starting points. Assessments include a progress check at age two. Discussions take place with children about their current interests at the beginning of each week. These are then incorporated into room plans so children play an active role in guiding their play and learning. For example, an interest in knights and castles was expanded to include the provision of large empty boxes which children erected to form castles and dens. They climb a ladder on the

outdoor climbing frame sitting on the high platform announcing 'this is the tower.'

Children show confidence and curiosity as they explore a stimulating learning environment within playrooms and in their outdoor play area. Children confidently make decisions to learn in their preferred environment. Doors remain open in the pre-school room, weather permitting, so children can freely move indoors and outdoors. Physical development is supported well for all children in the garden. Two levels of climbing frames give younger children opportunities to develop skills at a lower level before attempting to climb to greater heights. They enjoy using the slide and swings with support whilst older children are more adventurous and know how to keep swings in motion by thrusting their legs forward and back. The garden has sensory areas with wind activated chimes and ribbons to promote looking and listening, winding paths to follow and an area for planned activities. Children talk eagerly about the newly established mud garden proudly showing stone patterns they have made.

Since the last inspection staff have worked effectively under the guidance of the new manager to ensure activities promote all areas of learning. A balance of adult-led and child-initiated play is maintained as children choose resources to steer their own play. Planned activities are well-organised and link to identified learning outcomes for children's next steps. However, these are, on some occasions, so focussed on a specific aspect that spontaneous opportunities to extend children's learning are not seized upon. For example, a baking activity making jam tarts was focussed on acquiring skills using two handed tools. This was met successfully as children skilfully poured water and added flour to the pastry. They shared rolling pins and cutters and progressed to use two spoons to scoop and transfer jam into prepared tarts. However, they did not talk about why this was the preferred option to using their fingers to prevent cross infection, or to bring in mathematic components to count and calculate how many tarts they had made.

The speaking skills of all children are developing well and staff also use non-verbal communication effectively. Children who speak English as an additional language are encouraged by staff to use their home language as well as learn to speak English as the play. Written text in different languages is displayed to aid communication and value other cultures.

Children aged under three years enjoy activities in three rooms. There is a designated room for babies and two rooms for children aged two to three years. These rooms were unoccupied during the inspection due to low numbers. Children of this age are currently cared for within the pre-school room supported with their key person. Changes to the baby room since the last inspection have included the creation of a sensory area with low level tactile boards and treasure baskets containing natural resources. Toys are stored at low level and are readily accessible. Babies cuddle with a staff member to listen to a story and toddlers eagerly point to familiar characters. They develop spoken language as they repeat phrases and copy what staff say. Staff liaise with parents effectively to ensure care routines are followed and, consequently, their individual needs are met well.

Communication with parents is good with regard to obtaining information about what their children already know and can do. Parents' views are valued and daily communication books provide an effective way to share information and plan for children's learning in

nursery and at home.

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

The nursery environment is safe, warm and welcoming and children learn how to keep themselves safe by listening to staff: for example when they are asked not to squirt water from bottles at each other. Children suggest their own reasons for this including 'it might get in your eyes and hurt'. They know not to walk in front of swings in case they are injured and to hold tight when climbing outdoors.

Children are supported well in their transition from home to nursery and through effective communication to share information about their day. The needs of children ready to move to older age groups are met sensitively with timed transitions to meet theirs and their parents' needs. Children visit with their current key person who completes a summary for their new key person. This effectively supports consistency of care, learning and development. Consequently, the relationship between each child, their key person and other members of staff, is good. Children are well-prepared for the next stage of their learning and transitions to school because links are established to arrange visits and share relevant information.

Staff encourage children to play cooperatively with others learning to share and take turns. Children respond to sensitive intervention by staff and an effective use of praise and encouragement. Resources are organised to encourage children's independence as they are able to choose and select these for themselves. The care needs of each child are clearly identified and staff respond sensitively to them as individuals. Good practice encourages children to gain an understanding of difference. For example, resources reflect positive images and children learn about different traditions, customs and beliefs.

Staff support children well in managing their own hygiene and personal needs. Their good health is encouraged because meals and snacks are healthy and nutritious and specific dietary requirements are discussed and met. Children's well-being is addressed well and parents are provided with clear detail on staff practice in policies on safety, illness and accidents. Children's physical development is fostered effectively. They enjoy activities equally in playrooms and outdoors and they confidently tell staff where they prefer to play.

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

Since the last inspection, a new manager from another setting within the organisation has worked effectively to bring about significant changes which impact positively on the level of care and learning provided. Newly established policies and procedures ensure staff meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Monitoring of practice is addressed through rigorous appraisals and paired observations so

that staff can assess each other's working practice. This has led to a shared responsibility to ensure they remain suitable to work with children and understand their strengths and areas for improvement.

Children's safety is paramount and supported by a staff team who are knowledgeable in safeguarding procedures. This is a regular agenda item for discussion at staff meetings. The manager has attended advanced training and cascades this knowledge, resulting in staff knowing precisely the steps to take should they have concerns about children or those caring for them. Therefore, children are protected from harm and any issue relating to staff conduct is addressed.

Comprehensive policies and procedures work effectively to support working practice and to provide a caring environment where children receive individualised care. Those in charge have high aspirations for quality through the development and continuing implementation of a robust action plan following the last inspection. The views of children, parents and staff serve to identify strengths and drive improvement.

Learning and development is maintained through effective planning and monitoring of staff and children's progress. Activities based on children's ideas enable them to play an active role in their learning and progress and prepare them well for their next steps, whether this is progression through the nursery or as they move into school. The setting works effectively with others, such as, health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs. Children who speak English as an additional language are supported well with pictorial prompts and written words in home languages. Links with local schools are established to support children as they progress in their education.

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

Unique reference number	223198
Local authority	Leicestershire
Inspection number	911148
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	34
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	10/10/2012
Telephone number	01455 234266

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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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