

Bright Sparks Day Nursery

31 Hurst Road, HINCKLEY, Leicestershire, LE10 1AB

Inspection date	25/07/2013
Previous inspection date	03/04/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress because staff effectively observe and assess each child's level of achievement. Staff are aware of, and plan in accordance with, children's different interests as well as their stage of development.
- Staff place a high priority on supporting each child's independence, confidence and emotional well-being, consequently, children are happy, enjoy their time and have fun learning at the nursery.
- Children's safety is promoted well by staff. Through close supervision, monitoring of security and ensuring children use sun cream and hats in hot weather, staff help children learn to keep themselves safe.
- Children are well-prepared for school through effective transitional procedures and involvement in visits from the community and local schools.

It is not yet outstanding because

- Staff do not always fully reflect on the different ways in which children learn, particularly with regard to speaking and thinking skills. Staff do not always ask children open-ended questions or give them time to think and then respond to the questions asked.
- Parents are beginning to contribute to children's learning in nursery through providing information about home activities. However, staff are not always fully utilising this information to help parents extend their child's learning at home.

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 activities in the baby room, toddler room, pre-school room, the outside learning environment and children having their lunchtime meal.
- The inspector talked to children and staff, and also held meetings with the providers, the Early Years Professional and the manager during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working in the nursery, the provider's self-evaluation systems and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day of the inspection and from parent questionnaires.
- The inspector carried out a joint observation with the manager and then discussed with her the links to children's learning.

Inspector

Angela Hufton

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 and 3. The manager holds a level 3 qualification. The nursery group employs a member of staff who holds a level 6 degree qualification and also Early Years Professional Status. Staff work across the three nurseries to provide relief cover.

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 27 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 educational 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:

- devise ways for each child's key-person to more effectively support parents in guiding their child's learning at home

- reflect on the different ways in which children learn and use this information to tailor activities to meet each child's individual needs, particularly with regard to supporting children's speech and critical thinking.

Inspection judgements

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

Children make good progress in their learning and development. They benefit from a wide range of purposeful activities, which supports their learning in all areas. Children are strong communicators and older children use language expressively. They ask questions, talk about their feelings and share their ideas with confidence. Older children have good

opportunities to learn about letters and sounds, and practise writing their names. This helps to support their literacy skills. Staff recognise that close interactions are essential with babies and younger children to help build their confidence and support their emerging language skills. Children are beginning to copy familiar expressions, and know when the bell rings it is the door and respond by saying 'door, door, Daddy'. They explore their room with confidence to reach the toys they would like to play with. Staff help children acquire the skills to become effective early learners. They recognise that each child is unique and that they learn in different ways and at a different pace. However, this is not always fully identified in planning to ensure activities are accurately matched to each child's preferred way of learning to maximise their development. While staff listen carefully to children, they do not always ask questions in a way that helps them make links in their learning or give them sufficient time to answer.

Each child has their own learning journal record, which includes staff observations and a range of photographs showing children's enjoyment during activities. Progress reports are shared with parents and these give parents an overview of their child's development. Staff have developed ways to encourage parents to share more information about what their child has been learning at home or through outings, such as a trip to the zoo. This information is then used by staff to extend children's learning in nursery. However, staff are not always as effective in supporting and guiding parents as to how they can continue their child's learning at home. Staff work well with children who speak English as an additional language. They also support parents, where English is not their first language, through providing information and newsletters in their own language. Children with special educational needs and/or disabilities are well-cared for and their learning needs identified by staff who have the appropriate training and skills. They provide additional support to ensure all children are fully included.

All children benefit greatly from the strong focus on play, and learning in the outdoor environment. Children show enthusiasm and excitement during outdoor play. Staff ensure they take part in a wide range of activities and experiences. For example, children show delight when they have a hose and water tray and jump and splash in the water. They especially enjoy trying to splash the staff and have great fun when they succeed. Children show confidence when riding, bikes and toys or as they learn to swing themselves. They use their imagination while playing outside and they make up their own games and take on different roles. Children have access to a purpose built stage in the garden and enjoy putting on 'plays' for their friends. They learn about nature through indoor and outdoor activities. Children react excitedly as they recognise a spider as it runs across the floor in the pre-school. They confidently help the inspector pick it up, taking turns to gently hold the spider before deciding where it should go outside.

Children are confident when working in small groups, and enjoy singing counting songs such as 'Five currant buns'. Staff have laminated pictures of the buns to further help children with their number recognition. This then extends to talking about a child's interest in motor bikes and how many wheels does the bike have and how many wheels does a car have. Staff skilfully use each child's interests to extend their learning. Children complete a range of puzzles, build using a wide range of construction and fit shapes into the shape sorter. They take part in a range of creative play, including printing and painting, manipulating dough and cutting and sticking activities. A current favourite is

making pictures with glitter. Children's artwork is valued and displayed and children confidently explain to the inspector which is their artwork. They are proud their art is displayed and this builds their self-esteem and confidence.

Children's understanding of the world is developed through activities and visitors to the nursery, which include the police. Outings in to the community, such as to the library and park, extend children's understanding of the world. They play with a range of resources, which reflect diversity. Children use a wide range of electronic toys and access computers to promote their understanding of technology. Staff teach them how to use telephones and magnifying glasses, which help them understand how things work. Rooms for children are organised well to provide them with space to be active as well as to enjoy quieter play. This includes cosy areas to sit and listen to stories and sing songs. Overall, children attending the nursery quickly grow in confidence. They are supported well to acquire the skills and capacity to develop and learn and be ready for the next stages in their learning.

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

All children and their families are welcome in the nursery. Staff make sure children settle well and they liaise closely with parents during the settling-in visits. Time is taken to ensure information is gathered with regard to each child's individual needs and care routines. Staff ensure these needs continue to be met when the child starts nursery. Transition arrangements are given good consideration when children move rooms within the nursery or leave the nursery to go onto other settings or school. Information is shared to ensure continuity of care and learning. The key person system works well in helping children to form secure emotional attachments and develop confidence while at the nursery. Staff give children reassuring cuddles and smiles when they get upset or are tired. This helps children feel secure and develop a sense of belonging. Children's individual dietary needs are met effectively. They are provided with nutritious, well-balanced meals, which are cooked on the premises each day. Children enjoy fresh and dried fruit snacks and all children are encouraged to develop independence skills during mealtime, for example, by helping themselves to food using large spoons and tongs. Lunchtimes are sociable occasions as children talk about their families and chat happily with staff, confidently including the inspector in their conversations. Children behave well in the nursery. They learn about being kind, helpful and gentle, sharing and listening to each other. Good social skills are reinforced with children, particularly during snack and mealtimes, with gentle reminders to say 'please and thank you'. Staff act as positive role models and praise the children, further promoting their good behaviour.

Children's safety is given good consideration. Sleep arrangements for children are well-managed and children are monitored very closely during sleep times to ensure their safety and comfort. Practitioners have a good understanding of the care needs of individual children and parents' preferences. Children are competent in managing their own personal needs and even the youngest children learn about washing their hands before eating. Partnership with parents works well to support children's ongoing care needs. Information is exchanged each day and this ensures parents are informed about their child's daily routines and well-being.

Children benefit from their time spent outdoors and this promotes their health and well-being very effectively. The garden is secure and well-organised to make sure children of all ages can play safely and at their own pace. Good attention is given to keeping children safe in the sun. The nursery provides sun hats and children have sun cream regularly applied. Staff talk to children about why this is important, helping children learn to manage their own well-being. Children know how to use space and resources safely, such as garden tools and scissors, and are involved in the fire drill practice.

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

The providers, manager and staff team have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The manager works closely with the other managers in the nursery group and the Early Years Professional to help them move forward. This includes regular team meetings and a training programme to consolidate good practice with regard to children's learning, safeguarding and health and safety. Arrangements for safeguarding children in the provision and through work with outside agencies are good. Safeguarding procedures have recently been reviewed. Staff have been supported through internal training to become familiar and confident with the updated procedures. They understand and describe their responsibility to report concerns by following the safeguarding procedures.

Comprehensive policies and procedures, including a complaints policy, are in place and shared with parents. Detailed procedures for vetting and assessing the suitability of practitioners are in place. Clear induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. The arrangements for supervision, appraisals and staff professional development are well-considered. Training is organised across the three nurseries to share good practice. Children's safety and well-being are given good consideration. Staffing arrangements ensures that children are well-supervised at all times. Practitioners are vigilant and give good attention to daily routines and safety checks. Risk assessments are completed and daily safety checks ensure an overall safe environment is provided. For example, the providers have installed new safety locks on the French doors in the pre-school. In addition, the external gate is locked to prevent unauthorised entry. These measures are robustly followed by staff to ensure children cannot leave the premises.

Effective partnerships with parents, carers and others involved in the children's care help promote inclusive practice. In addition to an effective key person system, this ensures children make good progress in their learning and development. Successful links are established with other providers, such as the local schools, to ensure a smooth transition between settings and support continuity of care and learning for each child. Parents are invited to open days and parents' evening to discuss their child's progress. Staff operate an 'open door' policy and encourage parents to share their views or any concerns they may have about the nursery. Parents speak positively about the nursery and how good they are at keeping them informed about their child's development. They say staff are

'friendly and helpful'.

The providers understand their role to ensure the continual improvement of the nursery through self-evaluation and monitoring of the educational provision. Current priorities are to provide all managers and deputy managers across the nursery chain with the necessary leadership training and skills to ensure they promote best practice to improve the nursery for children.

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	925378
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	27
Name of provider	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
Date of previous inspection	03/04/2013
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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