

The OakTree Pre School TA Bright Sparks Day Nursery Ltd

Okeford Fitzpaine C of E Primary School, The Cross, Blandford Forum, DT11 0RF

Inspection date

Previous inspection date

06/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 as they play in a welcoming, attractive, well-resourced preschool. They are ably supported by caring, friendly, enthusiastic staff.
- There is a very settled atmosphere in the pre-school which is successful in helping children to feel secure and relaxed.
- Staff keep parents well informed about all aspects of their child's care and learning. This builds trusting relationships and provides continuity in their care.
- Staff work very well as a team and have a good understanding of the Statutory Framework for the Early Years Foundation Stage enabling them to deliver a stimulating learning environment for children.

It is not yet outstanding because

- Staff sometimes miss the many opportunities to fully extend children's learning, to encourage independence.
- Although behaviour is good overall, not all children are fully aware of the boundaries and expectations in the setting, especially at snack and circle times.

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 children's learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.
- The inspector talked to the pre-school director, the manager, staff, parents and children at appropriate times during the inspection.
- The inspector checked evidence of suitability of staff and their qualifications.

Inspector

ISP Inspection

Full report

Information about the setting

The OakTree Pre-School TA Bright Sparks Day Nursery has been registered under the current ownership since 2013. It is a privately owned pre-school which operates from Okeford Fitzpaine C of E Primary School in Blandford Forum, Dorset. Children have sole use of a bungalow within the school grounds and their own dedicated outdoor play area.

The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is in receipt of funding for the provision of free early education for children ages two, three and four years. The pre-school supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school operates weekdays during term time only from 8am to 6pm. There are 25 children currently on roll, of these 16 are in the early years age range. The pre-school employ three staff, all of whom hold level 3 qualifications.

What the setting needs to do to improve further

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

- make use of everyday opportunities for children to fully develop their independence
- consider ways to make sure all children are fully aware of the behavioural expectations in the setting.

Inspection judgements

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

Children arrive at the pre-school with great enthusiasm and are motivated to investigate and learn. They settle to tasks quickly and with no prompting and immerse themselves in drawing, writing, pouring or building. Staff provide very well for their individual needs and maximise the opportunities to fully extend the challenges that individual children face in their learning. This support helps children to make good progress. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. Staff show a very good understanding of varied teaching methods that engage children's interest, and plan exciting activities that encompass all the areas of learning. The regular observation of children at play enables staff to assess children's learning needs and plan suitably challenging activities.

Staff consistently promote high standards of care and teaching, resulting in good progress for all children in relation to their starting points. Ongoing assessment plays a powerful part in the children's learning and development process. Staff have high expectations of

what children are capable of achieving. Observations of children in their play allow staff to understand children's level of achievement, interest and learning styles and this is used effectively to track and shape learning experiences for all children. Staff share their observations and assessments regularly with parents, and parents are encouraged to share information and support learning from home. This enables staff to celebrate children's successes, build on their experiences in the setting and ensure that children's unique needs are well met.

Children particularly enjoy being outdoors in the fresh air. The pre-school offers 'free flow' play and exploration in the enclosed garden that is accessible in all weathers. A patio area with easels and white boards encourages children's mark making. The summer house provides a quiet area for children to experiment with imaginative role play. A splash pool with a bamboo water shoot encourages water play and helps children learn about the speed and depth of the water as it flows. The garden also includes a large sand pit and mud hill, a climbing frame and a slide where children develop their physical skills as they stretch and climb or mould the sand. Staff teach children to explore the different smells and textures in the herb garden. Staff frequently take children on nature walks, teaching them the names of the trees and flowers and how to look for signs of the changing seasons, such as buds on the tree branches and daffodils peeping through the soil. Children go on regular walks to explore the area around the pre-school, such as to the brook to find frog spawn, to the village shop to buy healthy treats and to the post office to learn how to send letters. They visit the library van each week to choose books to take home and share. Staff continually uses the natural environment as a teaching and learning resource; for example, children go on lots of listening, number and letter walks.

Children have good opportunities to develop their communication and language skills, as they learn popular songs and nursery rhymes. Staff provide a good range of age appropriate books. Children are confident communicators and happily approach adults to initiate conversations.. Staff ask lots of questions to develop children's understanding and language. In group story and circle time, staff help children to articulate their thoughts, feelings and ideas. Children have many opportunities to become aware of the written word in their surroundings. They learn about different people in society, cultural festivals, traditions and events. There are very good quality resources that show diversity and scattered around the environment are words, pictures and phrases from a variety of different countries. Children develop mathematical concepts through a varied range of activities involving shape, numbers, patterns and problem solving. For example, they count together how many children are present and are keen to compare the number of boys and girls in the group. Once the children have successfully established the differing gender numbers staff extend this by teaching children the difference between 'more' and 'less'. Children use their imagination as they delight in acting out familiar scenarios and life experiences in the home corner. Staff facilitate their evolving imaginations by changing the focus of the role play area from a Chinese caf to a shop to promote a stimulus for their creativity. Children particularly enjoyed dressing up as witches in the witch's camp and potion station. Staff taught children how to mix vinegar and bicarbonate of soda with glitter and they watched with great excitement as the 'witches' potion' bubbled over.

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

The pre-school provides a welcoming and secure environment that caters very well for children's individual needs. Children settle quickly and happily in this comfortable, enabling environment. They are enthusiastic to learn and take pride in their work and play. They feel secure in the setting because staff create a calm and nurturing atmosphere which promotes their feelings of trust. The staff are well deployed to support children's learning and welfare. Each child has their own key-worker who works closely with parents and carers. They keep extensive records of children's progress and make detailed topic and activity plans to ensure that the areas of learning are provided in interesting and varied ways and which also consider all the outcomes for children. As a result, children's interests are captivated. Overall, they are quickly learning to be healthy, safe, positive people with a desire to participate and achieve.

The promotion of healthy eating is visibly embedded into the daily practice. Consequently, the pre-school received the Healthy Early Years and Childcare Improvement Award at Gold level from Dorset County Council. Children show a very good awareness about what constitutes a healthy lifestyle. They learn the importance of healthy eating and enjoy nutritious snacks of fruit, cheese and crackers. Water is accessible at all times in named water bottles. Staff provide ideas for healthy lunch boxes for parents and children. This substantiates a cohesive approach to healthy eating between preschool and home. Snack and lunch times are sociable occasions with staff and children interacting together. Children take turns to record on a tally chart using a clip board and pencil what each child would like to drink from a choice of milk or water. However, staff sometimes miss the opportunity to encourage children, especially more able and older children, to help to prepare, set up and serve the snack. Children adopt and are adept at taking responsibility for good personal hygiene routines; for example, they wash their hands after visiting the toilet, before eating food and after 'messy' play. Children's knowledge of maintaining their own health is further enhanced by visitors to the setting such as the Dental Oral Health Team and other health practitioners, who teach children the importance of keeping a healthy lifestyle.

Overall, behaviour is good because of the positive ethos that exists where all children are valued and managed well by staff for the most part. Visual prompts reinforce the 'Golden Rules' of the preschool. Most children are aware of 'kind hands', 'listening ears' and 'looking eyes'. However, not all children are fully aware of the boundaries and expectations in the setting, especially at meal and circle times. Nevertheless, staff support children's social and emotional development skilfully so they make friends easily and learn how to take turns and positively interact with each other. Children have fun playing outside and develop good physical skills. They are encouraged to be active daily through organised outside play and free flow. There are many challenging resources outside, such as jumping and balancing equipment and ride on toys. The children participate in weekly dance and movement sessions, including PE, using the school's physical equipment. Staff teach children the importance of keeping fit and healthy so that they learn about the effect of exercise on their bodies.

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

Children are safeguarded through the highly effective staff team who have an excellent understanding of safeguarding and keep up-to-date with training. Staff know the procedure to follow if they have concerns about a child. The preschool has rigorous procedures to assess the suitability of staff, including obtaining appropriate background checks before staff start work. Comprehensive induction procedures support new staff to become familiar with their roles and responsibilities. Ongoing training, regular supervision meetings and annual appraisals encourage all staff to enhance their professional development. This has a positive impact on children's learning and care. The whole staff team is highly motivated towards providing very good quality care and education for children.

The staff's organisation and management are thorough. The safeguarding, complaints and emergency procedures are well known and robust. The records, policies and procedures are very well organised and are very effective in supporting the service. Staff have a great enthusiasm for continuous improvement and a thorough working knowledge of the Statutory Framework for the Early Years Foundation Stage. The focus is always upon helping all children to make good progress and promoting their welfare..Staff use daily risk assessments and safety checklists to ensure that the environment is always safe and fit for use. Robust risk assessments for all outings are completed to ensure children's safety. Children are involved in daily risk assessments, such as daily discussions about any possible risks. They discuss the importance and the details of staying safe. All of these measures, as well as the staff's vigilance, ensure the children are safe and feel safe at all times.

Staff organise the space, resources and outdoor experiences with great skill and keep all areas immaculately clean and accessible. This ensures that children receive a stimulating play experience with a well balanced mix of adult-led and child-initiated play. Resources are plentiful and of very good quality. Staff ensure their knowledge and understanding of individual children's needs are met and form close working relationships with other early years providers. The provider has a very good system to liaise with the local schools to ensure the progression and continuity of learning supports the transition for children. The staff play a key role in working with outside agencies and professionals to support the children as necessary. This includes identifying learning needs and responding quickly to any difficulties or concerns. Staff consider early intervention essential to identifying needs and providing the best learning opportunities for the children. Staff update resources, activity ideas, policies and procedures accordingly. They regularly evaluate the outcomes for the children to ensure that the service continues to effectively improve. Self-evaluation procedures encompass all staff's reflections and service users' comments and views via questionnaires as well as an appraisal of the setting's strengths and areas for improvement. Consequently, self-evaluation procedures are very good.

Partnerships with parents are very good as staff discuss every aspect of their child's learning and development with them on a daily basis. Displayed information, children's artwork and informative learning journals clearly display to parents the very good quality

care and education that is offered. Parents easily access copies of the policies and procedures of the setting. Parents are encouraged to record their comments via the suggestion box and in the comment book. Staff provide a detailed monthly newsletter for parents outlining retrospective achievements as well forthcoming events. Parents are able to access their child's learning journals at any time so they are included in what their child is doing and are encouraged to continue this at home. Information from parents is added to the child's learning journey by their key person to ensure a united approach to children's learning and development. Parents are very positive in their comments about the care and learning their children receive. They value the caring, friendly staff and the well-resourced playroom. They feel well informed of the children's time in the preschool and value the feedback at the end of the day and from regular parents' meetings.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467562
Local authority	Dorset
Inspection number	931296
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	16
Number of children on roll	16
Name of provider	Bright Sparks Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07870167769

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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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