

Bright Sparks Nursery

St Peter's Church, Stoke Park Drive, IPSWICH, Suffolk, IP2 9TH

Inspection date	25/02/2014
Previous inspection date	06/06/2011

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

- Staff sensitively settle children into the nursery and build positive relationships with them. Consequently, children are happy, confident and secure in the nursery. Their transitions on to school are also well supported.
- The leadership has a strong commitment to further develop and improve the nursery, to promote high quality teaching, care and learning for all children.
- Staff proactively work with parents, and other professionals as required, to effectively support children's individual care, development and learning needs.

It is not yet outstanding because

- Not all children benefit from the large, whole-group times and there is scope to improve the organisation of lunchtimes.
- There is potential to develop the outdoor environment to increase and enrich children's experiences, particularly with regard to exploring the natural environment.

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 main playroom and outdoor area and, when appropriate, interacted with the children.
- The inspector spoke with the nursery manager and the staff, at appropriate times throughout the inspection and discussed activities with them.
- The inspector undertook a joint observation with the manager and had a discussion with her.
- The inspector looked at children's learning journey development records, planning documentation, the setting's self-evaluation and a selection of policies and children's records.
- The inspector checked evidence of the suitability and qualifications of staff.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Hazel Meadows

Full report

Information about the setting

Bright Sparks Nursery was originally established in 1984. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from St Peter's Church hall, in south west Ipswich, Suffolk and is managed by a voluntary committee. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The nursery employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The nursery manager holds a level 5 foundation degree. The nursery opens Monday to Friday, term time only. Sessions are from 9am until 12 noon and from 12.30pm until 3.30pm. An optional lunch club is available between 12 noon and 12.30pm. Children attend for a variety of sessions. There are currently 80 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports 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:

- review the organisation of group times and lunchtimes, to ensure they are a beneficial experience for all children and enhance their learning and development
- implement plans to improve children's scope of discovery, learning and exploration outside, by offering richer and more diverse outdoor play experiences across all areas of learning, particularly with regard to extending children's investigation of the natural environment using all their senses.

Inspection judgements

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

Discussions with parents and 'All About Me' documents help staff to establish children's initial capabilities. Using these, and their own observations, staff ascertain children's starting points and plan for the next steps in their learning. Each child is allocated a key person, to support their individual learning and development. Learning journal development records are used to record and monitor children's ongoing progress. Written observations, often supported with photographs or examples of the children's work, are used by staff to identify any next steps in a child's development and to inform future planning and teaching. The learning journals are available for parents to view at any time. All the areas of learning are covered and children's development is particularly well supported in the prime areas. This ensures they are developing the skills to support their future learning and, eventually, school. Progress summaries are completed for each child, to monitor their progress through the areas of learning. Staff complete clear progress

checks for children in the two to three year age range, which are shared and discussed with parents, to ensure children are progressing within the expected range for their age.

Parents are encouraged to contribute about what they know about their child from home and are kept informed about their child's progress and learning through regular discussions with their child's key person. All parents are invited to parent consultation meetings twice per year, with their child's key person. This offers them the opportunity to look at their child's learning journal in more depth and to discuss their progress. Staff work closely with parents of children with special educational needs and/or disabilities, to support their learning and development, welcoming and utilising input from other professionals when required. Consequently, children with additional needs are making continued progress and gaps in their learning are reducing. Children's language and communication are encouraged very well. Staff have attended, and recently refreshed, training called Every Child a Talker. Practical principles from the training are clearly applied and reflected in the quality of their teaching, and their positive approach, when talking with the children. Staff play down at the children's level and promote children's conversation by listening attentively, reflecting back to them and asking open-ended questions. Children are given time to think and respond and they freely share their own thoughts, ideas and questions.

A cosy book area, with an appealing selection of books promotes children's appreciation of books. Children independently ask adults to read them stories and they are beginning to understand that text has meaning. They have regular opportunities to recognise their name as they self-register or find their coat peg. A fortnightly visit from the reception teacher supports children's learning with regard to phonics and helps to prepare them for school. Mark making is promoted through painting and drawing and some older children are beginning to form recognisable letters. Children's mathematical skills are well promoted through fun and practical activities. For example, a member of staff enthusiastically encourages children to measure themselves and their toy teddy and puppy against a wall height chart. Good reference is made to the numbers and children count with her up to 14 as she points to the appropriate numerals. Mathematical language is used well and the children learn to make comparisons as they discuss who is the tallest and smallest. Children have occasional opportunities to explore their community and nature as they visit nearby shops and parks and woods. A garden area is being developed but there are currently few opportunities for children to learn about the natural environment and living things. Children's imaginative play is well supported with a range of props and dressing-up clothes. Children use tools with increasing skill and purpose, for example, one child uses a grater with the play dough, exclaiming, 'look, I'm grating cheese'. Staff use spontaneous events to broaden children's learning and encourage conversation. For example, watching and discussing a low-flying helicopter. Staff are attentive and responsive to children's interests. Children begin to show increasing fascination with pouring the drinking water and presently staff get out the water tray and containers for children to explore water further.

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

Staff work closely with parents to introduce children sensitively and gradually to the nursery. This ensures each child's transition from home is a smooth and positive experience, which helps them settle well. Parents share information about their child, both verbally and via an 'All About Me' booklet. Staff use information gathered from parents, and their own observations, to help them understand and meet each child's particular needs. Each child is allocated a key person to support them, who liaises closely with parents. Child's bonds and preferences with staff are noted, and, if necessary, the key person is changed to best suit the individual child. Consequently, positive bonds and secure attachments are established between children and their key persons. Staff are caring and attentive and they get to know children very well as individuals. Children are happy and settled in the group and comfortable with all the staff, which supports their emotional well-being.

Staff work hard to transform an empty church hall into a vibrant and stimulating play and learning environment for children. Good quality resources are readily accessible to the children, encouraging their exploration and independence. Resources are well suited to the ages and stages of children present and offer a suitable level of challenge and interest. This is conducive to promoting positive behaviour, and for the majority of the session, children are purposefully engaged and absorbed in their play. Good adult to child ratios are maintained and staff are primarily well deployed to support and care for the children and meet their needs. They play alongside children, at their level, to help focus their attention and extend their learning. The resources and furniture are used well to form designated zones, such as a cosy book area and imaginative play area. The session is mostly well organised. However, towards lunchtime all the children sit together in one very large group to listen to a story. The size of the group makes it difficult for some children to see and not all of them are engaged with, or benefit from the activity. During this period children become less focussed and their behaviour begins to deteriorate. They then wait for their name to be called to wash their hands prior to lunch, which results in long queues and over this period the deployment of staff is less effective.

Children can freely access the outdoor area and a canopied area enables them to play outside in all weathers. They have daily opportunities for fresh air, daylight and exercise outside, promoting their health and physical development. Children learn to play cooperatively as they work the see-saws together and develop their skills and coordination as they aim balls into buckets and tyres. Staff recognise that some children prefer to play outdoors and there are plans to develop the range of resources and activities available to children using an additional garden area. Children manage their own personal needs well, according to their age and stage of development, with older children independently using the toilets and washing their hands. Reminders and consistent routines promote children's understanding of good hygiene habits. A healthy and appealing variety of snacks, such as grapes, bread sticks and carrots, is provided by the nursery. Children are encouraged to try a variety of tastes and textures, while staff remain acutely mindful of any dietary needs. Children competently use tongs to hygienically help themselves to food. Snack time is a sociable and relaxed experience, as a member of staff sits with the children, encouraging their conversation and supporting good manners. Children are developing very good independence skills. For example, even very young children competently help themselves to water, pouring the jug carefully and discarding unwanted water in the

adjacent bowl. They are also encouraged to put on their own coats, with adult support available, if required.

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

The leaders and managers at the nursery have a good understanding of the requirements to safeguard children. Robust recruitment procedures work effectively in practice to ensure suitability of staff and there is a thorough induction and probationary period. The ongoing suitability of all staff is monitored by annual staff declarations, regular supervision meetings and training as required. All staff have attended safeguarding children training to ensure they are clear of their roles and responsibilities to protect children. Policies and procedures are regularly reviewed to ensure their rigour, particularly with regard to child protection, and any areas for improvement are promptly addressed. The premises are kept secure and risk assessments are undertaken, ensuring children can play safely and freely.

Ongoing staff development is strongly encouraged and staff keenly attend training to enhance their practice with the children. Regular supervision meetings and annual appraisals, also promote staff's individual development. The manager evaluates and monitors the quality of teaching and learning through observations, by reviewing the weekly planning and at supervision meetings. Continuous improvement is well promoted through ongoing self-evaluation and reflection of practice. Staff meet twice per week, offering opportunity to review the sessions and discuss improvements. Parents' views are welcomed, and actively sought, both verbally and via a suggestion box, to inform areas for development. Children's views are also valued, and their preferences noted, to help inform planning and activities. Documentation is well maintained and made readily available for inspection.

Staff establish positive and effective partnerships with parents. New parents receive a prospectus, which includes information about the Early Years Foundation Stage. They are kept fully updated, verbally, by newsletters and a notice board in the lobby. Staff communicate regularly with parents about their child's well-being and learning and development and also offer parent consultation meetings twice per year. This promotes a consistent and cooperative approach to supporting children's progress. Parents are actively involved in the running of the nursery, through the parent committee. Parents spoken to on the day of the inspection are very happy with the quality of care provided and how well their children were helped to settle. They confirm that their children have made good progress in their learning and development, since attending the nursery. Close and purposeful links have been established with local schools. Regular visits from the reception teacher promote children's learning and support their move on to school. The nursery communicates closely with parents, and other early years professionals, as required, to support children with any special educational needs. This helps to focus cohesive support for children, as required, to promote their individual welfare and development.

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	251675
Local authority	Suffolk
Inspection number	951311
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	80
Name of provider	Bright Sparks Nursery Committee
Date of previous inspection	06/06/2011
Telephone number	01473 602270

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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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