

Brightsparks Day Nursery

Greenvale Primary School, Sandpiper Road, SOUTH CROYDON, Surrey, CR2 8PR

Inspection date

04/06/2014

Previous inspection date

17/03/2009

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	1
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 learning in gaining early and pre-reading is very effectively supported by teaching staff through the provision of particularly well set-up book areas with good quality books. This learning helps prepare children well for the move to school.
- Staff promote children's self-control consistently, so children's behaviour is exemplary throughout the nursery.
- The staff implement a key-person system that is highly effective in establishing strong relationships between them and the children, which helps the staff meet children's individual needs well.
- Children have a good understanding of healthy foods because staff teach aspects of the programme for physical development relating to keeping healthy well.

It is not yet outstanding because

- Staff do not question children as well as possible when teaching mathematics to prompt them to think and solve problems.
- Staff provide few resources for children to learn about technology in the programme for Understanding the world.

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.

Inspection activities

- The inspector observed play activities both inside and outside.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to staff and parents taking account of their views.
- The inspector looked at a range of documentation, including children's records, risk assessments, and safeguarding policies and procedures.

Inspector

Ludmilla Rajnath

Full report

Information about the setting

Brightsparks Day Nursery was registered in 2008 and is one of a group of four privately-owned nurseries. It operates from within self-contained single-storey premises in the grounds of Greenvale Primary School in Selsdon, South Croydon. An enclosed outdoor area is available. The nursery is open from 7.45am until 6pm, from Monday to Friday for 51 weeks a year. The nursery is registered on the Early Years Register..There are currently 49 children on roll. The nursery provides support to children with learning difficulties and/or disabilities. It receives funding to provide free early education to children age three and four years. There are currently 17 staff who work with the children, all of whom have relevant qualifications.

What the setting needs to do to improve further

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

- develop opportunities for children to solve problems in mathematics through staff asking questions that provoke children to think and find solutions
- provide resources for children across all age groups to learn about technology.

Inspection judgements

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

Staff understand very well how children learn and develop. Their knowledge and understanding of the areas of learning, linked to how children learn, is strong. Staff use information they gain from their observations of children's interests to plan a range of stimulating and challenging activities. These cover all areas of learning except for the aspect of technology in the programme for Understanding the world. This is because there are few suitable resources, especially in the pre-school room. Children engage well in activities, including those children with special educational needs and/or disabilities, because resources are stimulating and exciting. Children feel valued and supported because staff talk to them about their learning and ask them if they would like any help. This approach helps children make good progress.

The book areas throughout the nursery are particularly well presented.. Children enjoy looking at books and make good progress in their early reading skills, and in communication and language. Children are excited about learning and use opportunities while getting ready to go outdoors to talk about learning with their friends and other adults. Staff support children's critical thinking and curiosity by asking them useful questions. For example, children notice egg-shaped chalks set up in the writing area. They

ask adults if these are 'real eggs'. Staff encourage children to think by asking them how they could find out. Staff use words such as 'crack' and 'egg yolk' to further develop children's vocabulary. However, staff are not so prompt at promoting children's mathematics in regard to counting. They miss opportunities to promote simple addition and subtraction during routines, such as when counting how many children are lining up to go outdoors.

Adult-led activities are well organised and planned for. These help children to learn useful skills for their transfer to school. For example, during healthy eating week, children learn about healthy foods by doing close observational drawings of fruits and vegetables, such as carrots, mushrooms and apples. Staff develop the children's ideas further by taking them outdoors to plant vegetable seeds in the garden. The children develop good skills in both taking turns and listening when they discuss how to plant a seed. They tell adults that plants need 'sunshine' and 'rain' to grow, showing their developing understanding.

The key-person system helps to build strong relationships when children start. Parents share with staff what they know about their children which helps staff to understand each child's interests and developmental stage. This knowledge assists staff in assessing children's starting points accurately. Staff compile effective records of children's progress. They carry out good-quality observations of children which staff evaluate. Staff use this information to carefully plan for children's next steps in learning, so learning is progressive.

Progress checks are completed for children aged between two and three years, and useful written summaries are provided for parents. Staff keep parents up-to-date on their children's development by talking to parents daily and through regular meetings where they discuss children's progress together. Parents are involved in their child's learning by completing interest sheets. Staff use these comments to inform their planning. These communications provide good opportunities for parents to be involved in their children's ongoing progress.

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

Staff have established a highly effective key-person system. Children feel confident, safe and secure because they have formed excellent relationships with staff, which promote children's well-being and independence well. Staff are highly effective as they show affection and guidance to children. Staff are very well deployed across the nursery to support children and keep them safe. Children are motivated to learn because they have formed appropriate bonds and secure emotional attachments with staff. For example, younger children take risks in their learning as they climb onto the climbing frame to slide down the slide. This confidence helps them gain new skills and make good progress.

Staff provide learning environments that offer children well-resourced areas. Staff provide very safe environments for children's play including in the garden, where children enjoy playing with their friends. Staff make full use of the garden area. Key persons support and extend children's learning in understanding of the world, such as when they talk about

how rain and sun are needed to make a rainbow. Staff organise their play rooms so that children can easily access the wide range of play resources that promote all areas of learning. Babies enjoy looking at books with their key person and explore objects in treasure baskets independently. They learn about sights and sounds when they go on buggy walks in the local area and when they visit the hens at the local primary school. Such outings extend children's experiences. They learn about their locality and this helps older children understand that they will eventually go to school.

Key persons know their key children really well and are sensitive to their changing needs owing to the strong skills staff have. For example, when very young children lose interest in a one book being read to them the key person quickly chooses another that the children enjoy, which engages their interest. Staff follow good hygiene and nappy changing procedures, which helps children feel comfortable, so they are happy to play. Children's behaviour and self-control is exemplary because they are so well settled and cared for by staff.

Staff teach children to attend to their personal hygiene, for example washing their hands after using the toilet and before snack times. Children use the snack bar independently when they are thirsty or hungry. They pour their own drinks and count out spoonfuls of raisins, willingly taking on such responsibilities. Doing so supports their growing independence and helps them be very well prepared for the move to school.

Staff have high expectations of children. At lunchtimes children in the pre-school room help set the table. They count out accurately the number of knives, forks and spoons that are needed. They pour out drinks into cups competently. Staff teach children to adopt healthy eating habits. The very young children have an organic menu served to them. The children look forward to lunch times and busily chat about some of the foods they like or dislike. They demonstrate good physical skills when using a spoon to serve themselves. Staff sit with the children at the table to encourage table manners and develop the younger ones ability to be independent eaters.

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

Leaders and managers have a good understanding of how to meet the safeguarding and welfare requirements. Staff understand and implement the safeguarding procedures. They have a good understanding of how to take action should they have concerns about the welfare of a child. The senior management team works very effectively together to ensure that staff understand the key ways that children learn. Records are accurately maintained and updated, such as the complaints records and children's records. Staff supervision of children and staff deployment is good. Staff deploy themselves well to supervise the children. Staff carry out regular risk assessments and daily safety checks. These actions all help ensure that children benefit from a safe and secure environment both indoors and outdoors.

There are robust systems for staff recruitment and induction. Appropriate checks are

made to ensure new staff's suitability for the role. Staff are clear about the policies and procedures when they first start and feel very well supported during the induction period by the senior management team. This support aids consistency of children's care and teaching.

The learning and development requirements are implemented well. The staff team discuss good practice in teaching at regular staff meetings and involve staff in suggesting new ideas for resources. They monitor children's records, planning and next learning steps regularly. They give feedback to staff soon after so that any actions set can be put into place straightaway. The manager has regular supervision and appraisal meetings with staff to discuss their achievements and areas for improvement. However, management ensures that staff attend training to improve their qualifications and skills. They think creatively about how to deliver training to all staff. Cascading training down to other members of staff and inviting other practitioners from the other site nurseries to deliver training are some of the ways management ensures that all staff are kept updated consistently. Evaluation systems work well although management has not identified some weaker areas where teaching is not of a consistently very high quality.

Partnerships with parents are strong. The staff communicate with parents through daily contact books and parents' evenings to share progress about their children twice a year. 'Father's day teas' and 'Mother's day walks' are organised to involve parents in their children's learning. Parents describe the strengths of the nursery as being 'warm, friendly, where staff greet you and make you feel comfortable'.

The nursery has good links with the local community and other early years professionals. Staff have built good links with the local children's centre and head teacher of the local primary school. The leadership team work hard with all staff to drive improvement. This is an effective early years provision with good capacity to further improve and a passion in leaders to be outstanding.

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	EY384244
Local authority	Croydon
Inspection number	829883
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	106
Number of children on roll	49
Name of provider	Emma Jane Jones
Date of previous inspection	17/03/2009
Telephone number	02086 513 191

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

