

Bright Sparks Day Nursery

Rossington Childrens Centre, Grantham Street, New Rossington, Doncaster, South Yorkshire, DN11 0TA

Inspection date	11/06/2014
Previous inspection date	11/12/2013

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

- Staff have a good awareness of how young children learn, which ensures that all children make good progress in relation to their starting points.
- Praise and encouragement is used effectively so that children are confident in their own abilities. They quickly become independent and they understand how to make healthy choices and keep themselves safe.
- Children's learning is effectively supported by the clear communication used by the staff.
- There are good links with the other provisions that children attend. Detailed information is shared to enable all professionals involved to support each child in their learning.
- Attention to safeguarding the children is paramount. There are effective strategies in place to make sure that children are protected from harm.

It is not yet outstanding because

- There is scope to extend opportunities for the very youngest children to enjoy and explore the outdoor learning 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 spoke to the children during free play.
- The inspector had a tour of the nursery.
- The inspector spoke with the staff at regular intervals throughout the inspection and made observations of the children present, both indoors and outdoors.
- The inspector looked at all relevant documentation provided.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector carried out a joint observation with the Early Years Professional.
- The inspector checked evidence of the suitability and qualifications of staff working with children.

Inspector

Hayley Gardiner

Full report

Information about the setting

Bright Sparks Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Sure Start Children's Centre in the Rossington area of Doncaster and is managed by Rossington Miners' Welfare Scheme. The nursery serves the local area and is accessible to all children. It operates from three rooms and there is an enclosed area available for outdoor play. The nursery employs 13 members of childcare staff, a cook and a cleaner. All childcare staff hold appropriate early years qualifications at level 2 and above. One staff member holds Early Years Professional status. The nursery opens Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. It supports 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:

- extend opportunities for babies to make use of and explore the outdoor environment, to further enhance their learning and all-round well-being.

Inspection judgements

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

The staff have a good understanding of the Early Years Foundation Stage and are very knowledgeable about child development. They provide a good selection of exciting, motivating and challenging activities, which cover the seven areas of learning. As a result, children are making good progress towards the early learning goals and they are well prepared for their move on to school. Children have individual progress files, which include photographs, observations and assessments. These are all linked to the areas of learning and are used to identify the next steps in each child's development. Key persons work closely with parents to support children's learning from the start. Ongoing discussion and sharing of children's learning files ensures that parents remain involved and up-to-date about their child's progress. Parents are encouraged to contribute to their child's profile and each key person encourages home learning by suggesting activities parents can do at home. They continually support parents with the different stages of development their child goes through, for example, weaning or toilet training.

Toys and resources are varied and of good quality. They are well presented to support children to make independent choices in their learning. Good attention is given to promoting children's communication and language development. Staff initiate conversation

with children from a very young age as they play. For example, staff sing nursery rhymes and songs with the children using actions and props. Children who speak English as an additional language are supported well by staff, who receive support from parents and older siblings, to ensure they meet children's individual needs. The quality of the teaching within the nursery is strong and staff support children's learning through active participation. There is an effective balance of adult-led and child-initiated activities, which enables children to become active learners. All children explore the paint with interest and give meanings to the marks they paint, which helps to support their emerging writing skills. Children's developing understanding of early literacy is promoted further, the staff display signs, labels, marks and symbols well. Children play outside where they learn to be physically active. The pre-school children benefit from continuous access to the outdoor area, which enables them to make good use of the different activities outside in ways that they decide. However, there are fewer opportunities for babies to access the outdoor environment. The staff fully understand the importance of supporting young children to develop their skills in using technology. For example, younger children have fun playing with the small world activities that have flaps, buttons and lights. Children giggle and smile with enjoyment to show how much fun they are having.

Babies and young children have a motivating environment in which to play and learn. For example, babies delight in play using open-ended resources where they explore the objects with their hands, feet and mouths. Older children take part in circle time where staff actively call the children's names and clap their hands. This highly positive interaction of the staff encourages the children to join in and enjoy the session fully. They give the children lots of praise. The good quality interaction supports the children to gain the confidence to develop and master these new skills. Children's literacy skills are well-supported, the books are freely accessible for them to choose from and enjoy. One child shares her favourite book with the inspector looking at the pictures and saying simple key words.

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

Staff are skilful in encouraging children's confidence and learning during play and daily routines. Staff talk about what they are doing so that children understand about risks. They encourage children to take controlled risks and this challenges them very effectively. As a result, children recognise dangerous areas and understand the need to do things differently to keep safe. Children comply fully with expectations and learn to keep themselves safe in an emergency, through practising the fire escape plan. As children become more aware of safety, make friends and learn self-care skills, they gain essential skills and attitudes to support their future move on to other settings. There is an effective key person system in place which ensures children are happy and secure and this helps to support children's emotional development. As a result, children are confident learners who have good relationships with all staff and the other children. Children behave well and respond positively to instructions from staff, such as during tidy-up time, when children enjoy helping each other. Overall, staff plan very well for group time activities, providing children with various opportunities to extend their learning and to develop self-esteem and confidence.

Staff use effective strategies to help children develop their independence and learn new skills. For example, children are provided with the space and time to master the skill of using a knife and fork. Older children are encouraged to pour their own drinks. This helps develop their eye-hand coordination, preparing them for their next stage of development. Staff offer lots of praise and encouragement giving the children the confidence to practice these skills under their close supervision. Children behave extremely well. They are very thoughtful and caring to each other as they play and share well. Staff manage behaviour consistently and children receive praise and encouragement as they play. This promotes children's self-esteem well. Children learn to keep themselves and each other safe as they play. For example, they are sensitively reminded not to climb on the chair as they may fall. Children new to the nursery, have the opportunity to play in small groups or alone which supports them to feel safe, secure and to settle quickly.

Exceptionally good attention to hygiene practices and healthy lifestyles is evident at all times. Children benefit from nutritious, healthy snacks, such as fruit and parents are fully supported in promoting healthy eating at home. Generally children enjoy fresh air and exercise. Staff prepare children extremely well for the move to school and for their future learning. Children learn positive skills and attitudes to exploring and learning, building friendships and their self-care. Staff create strong links with schools and have developed good relationships with the local teachers. Teachers are invited into the nursery to meet parents, children and the key person before the child moves into school.

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

Following a previous inspection grading of inadequate and one subsequent monitoring visit, the provider has taken prompt and effective action to address the actions raised. The nursery is well structured and maintains all the necessary documentation, such as, children's information, accident records and a record of their attendance. All policies and procedures are given to parents so they are aware of staff's responsibilities towards their children. All staff have a good understanding of the safeguarding procedures to follow in the event of any concerns about a child in their care and who to report any concerns to. They carry out detailed risk assessments of the nursery and they take correct steps to keep children safe. Recruitment systems are good and help to ensure staff are suitable to work with children. All staff are suitably vetted to work with children and receive a comprehensive induction so that they are aware of the vision and expectations of the setting.

The deputy manager monitors the children's progress well. She has a good awareness of children's individual abilities and skills and understands that they develop in their own time. There is a good planning system to ensure that staff cover each area of learning with adult-led activities or supported free play. Staff are experienced, highly qualified and effectively convert their knowledge of child development into practice. Leaders demonstrate a good understanding of monitoring and evaluating their service. For example, they value any support and advice provided by the local authority, they attend briefing sessions and use information from training courses to enhance the quality of care and learning. Effective performance management systems are in place, staff mentor each

other and work closely together, bouncing ideas off each other with dedication and passion. Supervision and appraisals are in place with training programmes for all staff, so children benefit from the expertise of trained and motivated professionals.

Children's needs are met very well through highly effective partnerships between the nursery, parents and outside agencies. Parents praise the nursery and the service it provides. They comment how thoughtful, friendly and 'flexible' the staff are and how their child 'never wants to go home'. School teachers are also invited into the nursery to talk at length with the children's key workers. The sharing of information about children's learning and development, prior to the children leaving the setting, supports the transition process into school very well.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY331865
Local authority	Doncaster
Inspection number	965298
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	43
Name of provider	Rossington Miners' Welfare Scheme Committee
Date of previous inspection	11/12/2013
Telephone number	01302 868684

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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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