

# Bright Sparks

King's College Hospital Nhs Foundation Trust, Orpington Hospital, Orpington, BR6 9JU

## Inspection date

Previous inspection date

13/01/2015

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

- The manager accurately monitors and identifies the needs for the nursery. Robust plans are in place for improvement, and many have been implemented to improve quality and outcomes for children.
- Staff work together well. The deployment of staff allows experienced staff to act as good role models developing good practice throughout the nursery.
- Partnerships with parents are good and parents are involved in their child's learning.
- Staff plan a good range of activities and experiences that interest and challenge children. Many children make rapid progress in their learning in relation to their age, starting points and capabilities.
- Staff support children who have additional needs to make good progress, owing to the timely interventions they provide.

### It is not yet outstanding because

- Staff have not fully developed the inside environment so that children can use numbers as props and labels, to help develop their mathematical understanding as they go about their routine.

## 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 held discussions with the manager, staff and spoke to the children at appropriate times during the inspection.
- The inspector observed the children as they took part in activities in the inside and outside play environments.
- The inspector and manager carried out a joint observation.
- The inspector sampled a range of documents, including children's records and safeguarding procedures.
- The inspector sought the views of some parents as they arrived to collect their children.

## Inspector

Claire Douglas

## Full report

### Information about the setting

Bright Sparks nursery has been open since 1974. It re-registered in 2014 following a change in ownership. It operates from a purpose built portacabin on the site of Orpington Hospital in the London Borough of Bromley. The nursery is well established and serves the children of staff who work for Kings College Hospital National Health Service Foundation Trust or elsewhere in the National Health Service. The nursery operates from 7am to 6.30pm, Monday to Friday. It is only closed Bank Holidays and weekends. The setting is registered on the Early years Register. A team of 12 staff work with the children, of whom 11 hold a level 3 qualification or above. There is a garden area for outdoor play activities. The nursery supports children with special educational needs and/or disabilities. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. There are currently 45 children on roll in the early years age range.

### What the setting needs to do to improve further

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

- further enhance opportunities for children to develop their early mathematical understanding, for example by using numbers as labels and props around the inside environment.

### Inspection judgements

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

Children are gradually settled into nursery life, as the initial visit times are planned according to the individual child's needs. Staff develop positive relationships with children and parents during this period and gain a good understanding of the child's background and needs. This results in the children feeling happy and secure within the nursery. Staff record observations of children's starting points, with guidance from parents. This helps them develop a good understanding of children's capabilities and stages of development. Once the child has settled, staff record children's achievements, identifying targets to share with parents so that there is continuity of learning. They use relevant guidance to assess children's progress and identify their next steps in learning. As a result, staff support each child effectively in all areas of learning. Staff are supported when completing progress checks for children aged between two and three. These assessments are shared with parents, providing secure information about their children's progress at this stage. Children take part in a variety of activities that help them progress in their learning, both in the inside and outside play environments.

Staff talk to children throughout the day as they play, extending their learning, vocabulary and communication skills well. For example, during the inspection, staff were observed to

come down to the same level as the children while discussing the intricate detail of a stick insect. A children's information film was shown to help engage the children in the activity. They then went to collect a twig from the garden to create their own insect using pipe cleaners for legs and sticky eyes. Children with communication difficulties benefit well from such activities and learn quickly. Staff encourage language skills using pictured timetables, a now and then board, flash cards and key words sought from parents.

Staff help children to develop their social and emotional skills, supporting them well to understand the need to share, take turns and to respect each other's feelings. For example, when using the rocking seats in the garden, young children were reminded to wait for their turn patiently. Children have good opportunities to develop their learning about the world around them through the activities that staff plan. For example, by planting aubergine seeds in the garden, watering them and picking them to make aubergine crisps. Children paint, draw and stick to express their creativity, both in the nursery and in the garden, developing hand control and future writing skills. This prepares them securely for the next stage in their development and for school.

Children can choose from a range of books, which they share with staff and each other. This positively develops their early reading skills and their interest in books. Children have good opportunities to count throughout the day. For example, they join in with counting the ducks as they knocked them in to the water tray. Older children see numbers in the garden for example on the scooters, which they take pride in returning to the correct numbered area. This enables older children to think about the purpose of numbers developing mathematical skills. Numbers are displayed within the nursery. However, there are fewer opportunities for children to see and use numbers to develop their understanding of value, when playing inside.

Children learn about different cultures and ways of living through the celebration of festivals and the positive images they see around them. For example, in the books and play resources they use, including dolls and puzzles. Staff deployment is good, meaning that staff supervise children closely and support them fully with the activities they choose. Children develop their physical skills through regular exercise in the nursery garden. They enjoy climbing over hills, rolling hoops and riding bikes. Younger children delight in pushing along a trolley, manoeuvring through tunnels and kicking along the leaves, which increases their physical capabilities.

Staff assess children's progress accurately, recording and identifying areas to develop to encourage further learning. These are especially helpful for identifying whether children need extra support. Staff share information about children's progress with parents through regular meetings. Parents have opportunities to share information from home. The introduction of wow activities provides parents with a way to observe their child's development and share the observations back to the nursery. This has been a successful way for staff and parents to work together, ensuring that children are continually supported in their development and learning.

Children are happy and secure within the nursery. They form good attachments with their key person and all staff, who are responsive to their needs. Staff act as good role models, praising children and thanking them for achievements throughout the routine. As a result, children are developing good manners and they are aware of their boundaries and expectations for good behaviour.

Staff check that the environment is safe, inside, outside and on outings. This means children's independence and confidence grows as they move freely and safely around the nursery. Children are able to make their own choices from a well-resourced range of age appropriate, safe and suitable play materials. They have free access to a well laid out garden and they remind one another of the importance of wearing suitable clothing for the weather. Children are beginning to gain an understanding of risk and are learning how to keep themselves safe. Staff remind them of routine safety rules throughout the day and ask children to think about how to manage risks. For example, children are included in weekly fire drill practices. Paediatric first-aid training for staff is prioritised and logged. This helps to ensure all staff are able to care for children appropriately in the event of an accident. The deployment of staff ensures there is always a first-aid trained member of staff available throughout the day. In particular, a first-aid trained member of staff is nearby when the children are eating, to protect their well-being.

Staff support children's good health and well-being through working closely with parents who are asked to provide feedback on the menus devised. The food is provided by the hospital kitchen, the menu is developed to ensure the meals are nutritious and healthy. On the day of the inspection, children enjoyed jacket potatoes with cheese and baked beans, and they helped themselves to fruit for a snack. All staff have attended food and hygiene training and the food is tested to ensure it is at the correct temperature before being given to the children. Children's dietary requirements' are prioritised, listed clearly in each room and with the hospital cook. Children understand the importance of good hygiene. They understand that washing their hands removes dirt and germs before they eat, which then prevents them from becoming ill. Children are developing an understanding of healthy lifestyles. They talk about the effects of different foods and exercise on their bodies. A recent super-hero theme helped them to understand that vegetables make the superheroes feel extra strong. Children delight in assisting with the lunchtime routine, this helps develop children's independence and personal, social and emotional skills. Preparing them well for their next stage in their learning. The staff team follow hygienic procedures when assisting children with their personal care. They make use of disposable gloves when necessary, which reduces the risk of cross contamination securely. Staff encourage pre-school children to be independent with toileting, while providing subtle but effective supervision, helping prepare children for school.

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

Staff clearly understand their duty to protect children. They refer to the nursery's comprehensive safeguarding policy and procedure to support them in their care and

protection of children. All staff receive safeguarding updates and training, which assists them to promote children's welfare effectively. To ensure staff are fully aware of their individual responsibility for good safeguarding practice, media examples are discussed by the team. Robust recruitment and vetting procedures help ensure adults working with the children are suitable to do so. This helps to ensure children are cared for by staff that are committed to children's care and education. The manager ensures the adult-to-child ratios are maintained through detailed registration systems. Cover is used in the event of staff absences. This enables the team to keep children safe and secure. Staff have regular opportunities for supervision meetings and appraisals. The manager and staff identify training needs together, to enable all staff to update and expand their knowledge. This helps improve outcomes for children.

The manager works alongside staff, acting as a good role model, and she mentors and observes good practice. This helps less experienced staff to improve the overall quality of their practice. Staff observe and record children's achievements, which is tracked in accordance with children's age and stage of development. This process ensures that all children are progressing well in their development as staff identify their learning needs and act quickly to close any gaps in their learning. Staff are encouraged to feed back their views about the way the nursery is managed. This encourages staff to reflect on their practice and helps with the continual assessment of the quality of the provision. Staff, parents and children contribute to the self-evaluation processes. Staff provide input at team meetings, while parents and children contribute through questionnaires and verbal feedback. These processes all help the staff to evaluate and assess how well the provision meets the requirements of the Early Years Foundation Stage. Plans for improvement are relevant and ongoing. The staff team is conscientious, with an aspiration for good quality care and continuous development.

Partnerships with parents are good. Parents' and carers express positive comments about the nursery and the commitment of staff. In particular, how well the staff support their child's individual needs. They acknowledge how staff provide a friendly and stimulating environment for their children to learn in, and say they are confident that their children enjoy coming. The staff have good procedures for sharing information with other agencies where relevant. Links are encouraged with other providers, in particular local primary and pre-schools, to provide continuity of care and meet children's individual needs well.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY482797
<b>Local authority</b>	Bromley
<b>Inspection number</b>	999502
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	65
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Kings College Hospital NHS Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01689 865246

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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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