

Bright Sparks Day Nursery Ltd

Augustan Avenue, Shillingstone, Dorset, DT11 0TX



Inspection date

Previous inspection date

1 June 2015

14 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not make good use of activities, particularly with some younger children, to promote their next steps for learning and to challenge them well.
- Staff do not successfully interest and engage all young children in the large group activities to help them become motivated learners.
- Staff and management do not thoroughly evaluate the quality of the provision. They do not successfully involve parents in contributing their views about the nursery or their children's experiences. This does not help staff and management to make improvements and promote all aspects of children's care and learning well.

It has the following strengths

- Staff provide a warm and welcoming environment in which children explore a good range of activities indoors, in the garden and throughout the school.
- Staff provide children with responsible tasks to carry out, such as helping to prepare the healthy snacks and managing their own lunchboxes in the school dining room. This helps to promote children's self-confidence and prepare them for their move to school.
- Staff maintain a safe and secure environment for children in which they teach them about keeping safe in practical activities, such as completing risk assessments together and talking about hazards.
- Management and staff have made some improvements since the last inspection. For example, they have established good links with the other settings children also attend to promote their learning more consistently.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching to help all children make good progress, in particular to promote younger children's social skills and communication and language development.

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

- improve the use of large group activities to find ways to include and engage younger children more effectively
- develop self-evaluation and parental involvement to identify and address all weaknesses in the quality of children's care and learning.

Inspection activities

- The inspector observed activities and the quality of teaching in the play rooms and outdoor play area.
- The inspector sampled children's assessment records and planning documentation.
- The inspector assessed the suitability of staff and discussed management's knowledge and understanding of the Early Years Foundation Stage.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff plan activities linked to weekly topics to promote children's learning in all areas. At the time of the inspection the weekly topic was mini-beasts, where the children used activity sheets and magnifying glasses to find and identify creatures in the garden. Some staff extended challenges for older children to help them progress further. For example, they used books to find out about the lifecycles of butterflies and frogs. They asked children questions to encourage them to remember new words, such as 'cocoon', and to count the legs on the creatures. Staff monitor and assess children's learning but do not all support them well enough to achieve their next steps or provide sufficient challenge to help them progress. Some younger children played alone for long periods with limited communication from staff or encouragement to join others in play. This inconsistency in teaching means not all children make good progress in relation to their starting points when they first attend.

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

The consistent team of staff work with parents to settle children each session. They provide reassurance and encourage children to find their home comforters to help them feel secure. This helps to promote children's emotional well-being. Staff encourage children to choose and lead their own exploration and, as a result, children enjoy lots of outdoor play. At the inspection, children spent long periods making marks on the fences and tarmac with water, brushes and rollers. They ran freely and used a good range of toys to promote their physical development. Staff also provided organised activities in the playroom and school, such as music and movement in the hall. However, not all children engaged well in these organised activities. For example, some children looked around disinterested or tried to go and play elsewhere during the music and movement activity and circle times. This does not motivate these children to learn.

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

Management and staff have a suitable knowledge and understanding of the requirements of the Early Years Foundation Stage. They have a secure understanding of their roles and responsibilities to safeguard children's welfare and how to respond to any concerns. This includes keeping thorough records of any accidents, complaints or concerns about children. Management monitors staff knowledge and understanding through supervision sessions and promotes some further training. For example, staff used skills gained from a training course to provide music and dance sessions to promote children's creativity. Management and staff complete some evaluations of the provision to make improvements. However, these are not sufficient to identify and address all weaknesses in children's care and learning. In addition, staff do not successfully engage all parents in contributing information about their children's learning at home and their views of the nursery.

Setting details

Unique reference number	EY437711
Local authority	Dorset
Inspection number	824286
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	30
Number of children on roll	25
Name of provider	Bright Sparks Day Nursery Ltd
Date of previous inspection	14 March 2012
Telephone number	07871067769

Bright Sparks Day Nursery Ltd registered in 2011. It is one of a group of seven nurseries and out-of-school clubs under the same private ownership. It is located in Shillingstone, Dorset. The nursery is open weekdays from 8am to 6pm during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years old. The nursery employs four members of staff, all of whom hold early years qualifications at Level 3.

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