

Brightsparks Day Nursery

Richard Challoner School, Manor Drive North, New Malden, Surrey, KT3 5PE



Inspection date

10 November 2015

Previous inspection date

9 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers review children's progress in order to assess the quality of the care and education the nursery provides. This enables them to ensure that children in all age groups make good progress in every area of learning.
- Babies and toddlers settle readily into the nursery. They flourish in the safe, nurturing environment as a result of the close relationships they form with trusted adults.
- Children are cared for in secure, well-maintained premises. They benefit from high-quality resources throughout the nursery, which are attractive, age-appropriate and easily accessible. They mostly engage in purposeful, sustained activities that interest and intrigue them.
- The nursery works very effectively with parents and outside agencies to identify and meet the individual needs of disabled children and those with special educational needs.

It is not yet outstanding because:

- Planned activities for older children are occasionally not well organised. On occasion, staff do not ensure that all the equipment they need is to hand and is suitable for the task. This reduces children's enjoyment of some activities.
- Staff gather information about children's home languages when they join the nursery. However, very occasionally they do take into account how families use their languages, for example when identifying possible language delay.

What the setting needs to do to improve further

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

- improve the planning and organisation of activities for older children so that they make the very most of their learning
- make more effective use of information gathered from parents about children's home languages.

Inspection activities

- The inspectors observed the quality of teaching and its impact on children's learning both indoors and outside.
- The inspectors conducted a joint observation with the provider and the manager.
- The inspectors held meetings with the provider and the manager.
- The inspectors looked at children's records, the nursery's self-evaluation document and evidence of staff suitability, together with other documentation, including policies and procedures.
- The inspectors spoke with parents, staff and children at suitable times during the inspection and took their views into account when reaching judgements.

Inspectors

Felicity Gaff / Josephine Geoghegan

Inspection findings

Effectiveness of the leadership and management is good

The provider has a thorough understanding of the Early Years Foundation Stage and regularly reviews all aspects of the service she offers. She ensures that she and her staff are fully aware of any relevant changes in legislation. Safeguarding is effective. Robust vetting processes ensure that staff are suitable to care for children. All staff hold relevant childcare qualifications and undertake additional in-house and external training. Regular training on child protection issues promotes their ability to recognise possible signs and symptoms of abuse and neglect, and to report concerns. Parents appreciate the high quality of individual care their children receive. For instance, a parent commented that staff treat her child in the way she would herself.

Quality of teaching, learning and assessment is good

Children are confident, cooperative and independent, and make good progress. They enthusiastically participate in most play activities, sharing their ideas with staff and each other. Staff mostly assess children's achievements accurately. There is a well-used system for parents to share information about their children's interests and achievements at home. Staff combine this with their own assessments, enabling them to adapt activities to ensure children engage in all areas of learning. Throughout the nursery, staff make good use of spontaneous opportunities to develop children's language. For instance, staff working with two-year-olds emphasise mathematical terms when talking to children about what they are doing. Consequently, the children confidently and accurately use number names to compare groups of objects.

Personal development, behaviour and welfare are good

Children form close relationships with staff, who treat them with courtesy and consideration. They gently guide children to develop good social skills, and children behave very well. Staff plan activities that reflect children's different cultural backgrounds, which helps them learn to respect themselves and others. Staff organise the premises and the high-quality equipment to minimise risks while providing age-appropriate challenges. As a result, children enjoy a safe, welcoming and stimulating environment in which to develop their independence. Children begin to understand the reasons for the good hygiene practices they follow because staff explain why they are important. They learn to manage their personal needs and enjoy contributing to the nursery by, for example, tidying up after activities. This means that children develop self-confidence and persevere when they encounter difficulties, which prepares them well for school.

Outcomes for children are good

Children are interested and enthusiastic learners because staff provide a rich variety of first-hand learning experiences. For example, children are fascinated by opportunities to learn about the world around them by witnessing eggs hatching and caterpillars changing into butterflies. All children, including disabled children and those with special educational needs, make good progress from their starting points because staff work effectively with their parents and with relevant outside agencies.

Setting details

Unique reference number	EY279775
Local authority	Kingston upon Thames
Inspection number	1031775
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	43
Number of children on roll	78
Name of provider	Helen Elliott
Date of previous inspection	9 March 2012
Telephone number	02083299777

Brightsparks Day Nursery opened in April 2004. It operates from a purpose-built, modular building in the grounds of Richard Challoner School in New Malden. The nursery is privately owned and is independent of the school. It opens every weekday from 7.30am to 6pm for 51 weeks of the year, closing only for bank holidays. The nursery receives funding for the provision of free early education for children aged three and four years. There are 20 staff who work directly with the children, including the provider and the manager, all of whom hold relevant qualifications.

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