

Brightsparks Day Nursery

Greenvale Primary School, Sandpiper Road, South Croydon, Surrey, CR2 8PR



Inspection date

24 August 2017

Previous inspection date

4 June 2014

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

- All children are very happy and explore the welcoming and stimulating environment with confidence. They form close bonds with staff, who are caring, sensitive and attentive to their needs. Children make good progress from their developmental starting points and are well prepared for the next stage in their learning and for school.
- The leaders and staff accurately evaluate the effectiveness of the provision and identify areas for further improvement. They monitor the development of individual and groups of children closely and make positive changes to close any gaps in learning.
- Staff work well with parents and share good information about children's care and learning. Staff share all of children's next steps in learning with parents and encourage them to communicate children's interests and achievements from home regularly. Parents appreciate the support they receive and engage well in their children's learning.
- The outdoor environment is particularly well planned and children enjoy exploring a wide variety of learning opportunities. For example, staff support babies as they excitedly explore sand and water, showing fascination as it falls through their fingers.
- Children have plenty of opportunities for physical play and exercise. For instance, younger children excitedly kick balls and chase them around the garden. Older children use challenging climbing equipment safely and with confidence, and enjoy running.

It is not yet outstanding because:

- Staff do not consistently support children to think creatively and develop their own ideas.
- At times, staff miss opportunities to extend children's learning even further.

What the setting needs to do to improve further

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

- improve staff's use of questioning to help children to consistently develop their own ideas and think creatively
- make the most of staff's interactions with children to consistently extend their learning to the highest levels.

Inspection activities

- The inspector observed teaching practice and the impact this has on children's learning.
- The inspector held discussions with the managers, staff and children.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector

Ben Parsons

Inspection findings

Effectiveness of the leadership and management is good

The manager is very well supported by the ambitious provider. They work well with staff and other professionals to help improve children's experiences and raise outcomes. For example, they recently organised an event where children and families from local nurseries took part in a sponsored walk for charity. This helped improve children's sense of community and awareness of diversity. The manager knows her staff well. Regular observations of their practice and individual meetings help her identify relevant further support and training. For example, staff recently improved the way they use natural resources to support children's curiosity and exploration. Safeguarding is effective. The manager and staff have an up-to-date knowledge of how to deal with any child protection concerns and follow thorough procedures. They assess risks vigilantly and monitor the nursery environment closely, to help maintain children's safety at all times.

Quality of teaching, learning and assessment is good

Staff know the children very well and record accurate observations of their stages of development. They plan an inclusive environment which takes account of each individual child and helps to motivate them in their learning. For example, pre-school children enjoy searching the garden for shapes and drawing them on paper and clipboards. Staff support children's communication skills successfully. For example, they consistently describe what babies see, do and hear and they encourage plenty of conversation with older children. Staff skilfully join in with children's play and, overall, encourage further learning well. For example, as two-year-old children explore sand, staff encourage them to draw shapes in the sand with their fingers. Staff also ask children to name the colours of the buckets and spades and to count as they add each spade of sand.

Personal development, behaviour and welfare are good

Staff are consistent and sensitively remind children of their expectations, praising their good behaviour. Children are kind, considerate and respectful of each other's needs. They happily take turns adding sand to buckets and decide what to build with blocks together, listening to the ideas of others. Children are very sociable and make trusting friendships. They enthusiastically develop their play together and actively share their experiences. For example, children enjoy taking on the roles of 'teachers' and reading stories to the 'children', copying what they see at nursery.

Outcomes for children are good

Children are eager to learn. They concentrate well and show good motivation. For example, two-year-old children mix ingredients carefully to make biscuits and use shape cutters precisely to make them into 'dog biscuits'. Pre-school children say the letter sounds in their name with confidence and enjoy counting as they play. They learn about people who help us and listen to stories about doctors and the fire service, discussing how to keep themselves healthy. Babies communicate well and learn new words quickly, such as when saying 'car' as they push toy cars down a ramp. They walk from an early age and enjoy climbing small ladders and going down slides.

Setting details

Unique reference number	EY384244
Local authority	Croydon
Inspection number	1068909
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	55
Number of children on roll	102
Name of registered person	Emma Jane Jones
Registered person unique reference number	RP910906
Date of previous inspection	4 June 2014
Telephone number	02086 513 191

Brightsparks Day Nursery registered in 2008 and is one of a group of four privately owned nurseries. It operates from within the grounds of Greenvale Primary School in Selsdon, South Croydon. The nursery is open between 7.45am and 6pm each weekday, all year through. The provider employs 16 staff. Of these, three members of staff hold a qualification at level 6 and 13 staff hold relevant qualifications at level 3 or level 2. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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