

# Bright Sparks Nursery

St Peters Church Hall, Stoke Park Drive, IPSWICH, Suffolk, IP2 9TH



<b>Inspection date</b>	29 November 2017
Previous inspection date	25 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children are extremely happy and share exceptionally secure relationships with their key person. This helps children to develop a particularly strong sense of belonging at the nursery. Children exude confidence and show excellent levels of independence.
- Staff provide ongoing opportunities for sharing information with parents about children's learning. They are particularly supportive of children's social and emotional needs and are often instrumental in initiating the support families receive from outside professionals.
- Staff make effective use of assessment to help to develop a secure understanding of each child's individual learning needs and interests. Children make good progress, including those children who have special educational needs and/or disabilities.
- Morale is very positive across the longstanding staff team. The manager supports all staff to make good use of their individual strengths and undertake further qualifications. This helps to enhance the good practice in teaching and improve outcomes for children.

### It is not yet outstanding because:

- The nursery has not established highly effective partnerships with all of the other settings that children attend.
- Staff do not provide enough opportunities to enhance children's skills in using information and communication technology.

## What the setting needs to do to improve further

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

- enhance arrangements for exchanging information with all other settings that children attend and use this shared information more effectively to plan learning experiences that complement and build on children's learning
- extend opportunities for children to explore information and communication technology further.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the nominated individual and manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Sarah Clements

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have good understanding of how to deal with concerns about a child's welfare, including the agencies they must report these to. There are effective systems for the supervision of staff. These help to ensure staff continue to be suitable to work with children. The manager and staff continuously evaluate all aspects of the provision, and actions to improve are concerted and effective. For example, since the last inspection, the use of the outdoor environment has improved considerably. This has helped to strengthen children's awareness of caring for living things, such as insects and plants. Strong links with local schools help staff to keep abreast of approaches to teaching in Reception classes. They draw on this knowledge to help them to support children's readiness for reading and writing in school.

### Quality of teaching, learning and assessment is good

Staff make accurate assessments of what children can do and effectively identify what they need to learn next. They provide targeted interventions for children who need additional support, often drawing on the expertise of outside professionals. For example, staff plan activities in smaller groups, as suggested by a speech and language therapist, to help to support children's speaking skills. Staff are skilled in extending children's curiosity to learn. For example, boys explore interesting resources which help them to learn about the changing properties of ice and snow. They develop their finer physical movements as they pinch pipettes to fill them with water before dispensing them to melt the ice. Books feature heavily in the environment. Children keenly choose books to take home with them, which helps to enrich their already strong interest in sharing stories.

### Personal development, behaviour and welfare are outstanding

Children show great determination to manage tasks for themselves, even when these are more challenging. For example, staff give younger children plenty of time to work out the most efficient way to remove their wellington boots for themselves. Staff are excellent role models and are highly skilled in teaching children how to keep themselves safe and healthy. For example, staff create plenty of closely supervised opportunities for children to take risks while climbing and balancing. Children are remarkably caring towards each other. For example, they thoughtfully make sure there is a space for everyone at the table and kindly offer their peers a tissue after a sneeze. Staff offer many school-themed play activities and opportunities for children to meet teachers from local schools. This helps children to look forward to going to school with great anticipation and excitement.

### Outcomes for children are good

Children, including those in receipt of additional funding, acquire the essential skills that they need for their eventual move to school. Children with starting points below those of other children make good progress and gaps in their achievement are closing steadily. Older children begin to learn that print carries meaning and can recognise their own names and those of their peers. The youngest children show excellent skills in self-care. For example, they diligently remind each other to wash their hands after using the toilet.

## Setting details

<b>Unique reference number</b>	251675
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	1101807
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Bright Sparks Nursery (St. Peter's Church, Ipswich) Committee
<b>Registered person unique reference number</b>	RP523316
<b>Date of previous inspection</b>	25 February 2014
<b>Telephone number</b>	01473 602270

Bright Sparks Nursery registered in 1984. The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, term time only. Sessions are from 9am until midday and from 12.30pm until 3.30pm. An optional lunch club is available between midday and 12.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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