

Bright Sparks Day Nursery (Purbeck)

PURBECK SPORTS CENTRE, Worgret Road, Wareham, BH20 4PH

Inspection date	03/04/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff effectively promote children's language skills through clear reinforcement of their words and sounds.
- Children enjoy a range of interesting and challenging activities and experiences which support them to make good progress in all areas.
- Children share warm and trusting relationships with staff, which supports children's physical and emotional well-being.
- Staff use effective assessment systems to identify and plan for children's next steps, and involve parents in opportunities for shared home learning.

It is not yet outstanding because

- The outside learning environment is not as well resourced as the indoors, which means that children have fewer play and learning opportunities to support their all-round development.
- Some routines are not always used to promote children's independence further.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities inside and outdoors.
- The inspector sampled documentation, including children's progress records.
- The inspector held discussions with a director and the area manager.
- The inspector took account of parents' views spoken to on the day.
- The inspector undertook a joint observation with the manager.

Inspector

Michelle Tuck

Full report

Information about the setting

Bright Sparks Day Nursery (Purbeck) registered in 2013. It is privately owned and is one of several nursery and after-school settings. The nursery operates from its own rooms within Purbeck Sports Centre, Wareham. Additional space is also available within the centre and includes the Studio, main hall, squash courts, soft play and the swimming pool. Outdoor play space is also available. The nursery operates from 8am until 6pm, Monday to Friday, all year round. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 20 children on roll, all in the early years age range. The nursery is registered to receive funding for the provision of nursery education for children aged two, three and four years. There are five staff working with the children. This includes one member of staff with Early Years Professional Status; two with a recognised early years qualification at level 3, and an apprentice.

What the setting needs to do to improve further

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

- increase the play equipment and resources in the outside area to enrich children's learning experiences and enjoyment

- consistently encourage children to manage their self-care skills, to further promote their independence

Inspection judgements

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

Children enjoy a good range of activities and experiences that support their development because staff have a secure understanding of how children learn. Children are curious and inquisitive learners. They thoroughly enjoy exploring the outside environment as they search for insects and bugs. They talk about what they find with the staff who teach them new words such as 'woodlouse'. Staff effectively extend their learning as they encourage the children to compare the size of the woodlouse with a worm. This supports children's use of mathematical language as they use words such as long, short, big and small to describe what they see.

Children are provided with different opportunities to use their imaginations. They play in the nursery cafe where they choose what they would like to eat and drink from the menu. Good use of labelling is used throughout the play room, which effectively supports children's literacy skills. Mark making materials are freely accessible so that children can

practise their early writing. Children listen extremely well to a story. Staff teach the children a new song linked with the Easter theme. Children listen to the words carefully and follow the actions enthusiastically. This promotes children's interest in books and supports their development in expressive arts and design well.

Staff get to know their key children extremely well. They observe the children engaged in their play and activities, making accurate assessments of their development and plan for their next steps in learning. Parents are fully involved in their children's learning. They provide detailed information about their children's interests and ability when they first start at the nursery. Staff readily share children's progress with their parents, including the required two-year-old progress check. This means that parents feel valued and are clear on how they can support their children's learning at home.

Children take part in a daily 'learning walk' around the school field. They take photographs of what they see, explore and investigate the environment. They learn about the life cycle of a chick, decorate eggs and enjoy an Easter egg hunt. This actively supports their awareness of changes that occur during life cycles and supports their understanding of the world. The quality of teaching is good, as staff introduce additional challenge through open questions and interaction. For example, children are able to correctly identify the initial sound in familiar words such as 'monkey' and 'caterpillar'. Staff extend children's learning through their encouragement to identify the initial sound in more unusual words such as 'bump' and 'tickle'. Staff skilfully use daily routines to count and use numbers with the children such as, counting the stairs as they go downstairs to play. This effectively supports their mathematical development.

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

Children share warm and trusting relationships with their key person and staff, which effectively supports their physical and emotional well-being. Children are very settled and happy at the nursery and demonstrate increasing independence as they freely select toys and activities. Staff encourage the children to independently dress themselves for outside play. However, they do not consistently encourage children to 'have a go' to manage their own self-care such as wiping their nose. Staff teach the children to manage their own behaviour effectively, through gentle reminders about the 'rules' and through setting a good example as they role model the wanted behaviour.

Staff provide a good balance of planned and child initiated activities. The inside play area is well resourced with equipment that supports children's learning effectively. However, the outside area is not as well resourced. For example, when children are interested in exploring the outside environment for bugs and insects there are no magnifying glasses available for them to observe what they find closely. Children have daily opportunities to enjoy fresh air, exercise and develop their physical skills. They go on walks daily, play in the outside area, use the soft play equipment and have the opportunity to swim. This promotes their physical development and helps to build their confidence and self-esteem. Staff teach the children how to manage everyday risks and keep themselves safe. Children know they must hold on to the handrail when they go down the stairs to play. They

practise the emergency evacuation procedure with staff which develops their awareness of how to get out of the building quickly and safely.

Staff teach the children about the importance of living a healthy lifestyle. Children enjoy healthy snacks and are provided with packed lunches from home. Staff encourage the children to eat the savoury items first and engage them in conversation about the foods that are good for them. Children follow thorough hygiene routines which helps prevent the spread of infection. Staff are caring, kind and sensitive to children's needs and promptly change children's nappies to ensure they remain comfortable and happy.

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

The management and staff have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff work well together to provide a secure environment, which is thoroughly risk assessed to minimise hazards and reduce risks to children. Safeguarding is given the highest priority. Staff have a good knowledge and understanding of child protection issues. They are able to identify the signs or symptoms that would cause concern and are clear on the reporting procedures to follow. There are thorough recruitment and induction arrangements in place to ensure that only people who are 'suitable' to do so work with children. Management ensure ongoing suitability, through regular supervisions and performance development reviews. These include peer on peer observations and opportunities for staff to access appropriate training for ongoing professional development.

Partnership with parents are strong. Parents cannot praise the nursery and the staff highly enough. They comment positively about the support provided for themselves and their children. For example, one of the children was about to become a big brother for the first time, so the staff provided activities based around the theme of 'looking after babies'. The parent found this a great help in helping her child to accept his baby sister. Parents describe the staff as friendly and approachable and feel well informed about their child's progress. There are thorough systems in place to share information with other providers when care and education are shared. Partnerships with key agencies and other professionals are strong. This contributes effectively to the improving outcomes for children and supports consistency.

The management and staff have a good knowledge and understanding of the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. The educational programme is effectively monitored to ensure that all areas of learning are covered and children's progress is tracked successfully to aid planning for individual next steps. The tracking system used allows staff to gain an overview of how each child is progressing, identifying any gaps in learning and planning targeted activities to close them. The management and staff team have a good overview of how the nursery operates and has a rigorous approach to self-evaluation. They have a good understanding of where improvements would benefit the children further, such as developing the outside area more to ensure the experiences outside are as varied and broad as they are inside.

This demonstrates a good capacity to maintain continuous improvement.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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. It will be monitored and inspected within twelve months of the date of this 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		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. 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

Unique reference number	EY468381
Local authority	Dorset
Inspection number	934610
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	20
Name of provider	Bright Sparks Day Nursery Ltd
Date of previous inspection	not applicable
Telephone number	07870167769

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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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Piccadilly Gate
Store St
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M1 2WD

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