

Bright Sparks Pre School

Inspection report for early years provision

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Inspector Anthony Anderson

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Bright Sparks Pre-School opened in 1970 and is a committee run group. The setting operates within Great Preston Primary School, in the Great Preston area of Leeds. The setting is registered by Ofsted on the Early Years Register. All children share access to a secure enclosed outdoor play area.

The setting is open term time only, Monday to Friday mornings from 9am to 12pm, and from 12.30pm to 3.30pm. A maximum of 24 children from two years to arising fives may attend the pre-school at any one time. There are currently 59 children on roll who are within the Early Years Foundation Stage, of these, 23 are in receipt of funding for nursery education. Children attend for a variety of sessions and are drawn from the local community.

The pre-school employs six members of staff; four of the staff, including the manager, hold appropriate early years qualifications, and one member of staff is working towards a qualification. The setting receives support from an advisory teacher and the emphasis is on learning through play.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting's vivid environment is large, warm and inviting with a wide range of activities provided for children to enjoy. The experienced and well qualified deputy leader is very well supported by dedicated staff, and an active management committee who ensure an inclusive provision in which children's needs are met. Welfare and care systems and procedures, including the regular vetting of staff, are of a consistently high quality. Planning for improvement, including processes of self-evaluation are generally good, however, this is not a formalised system which would ensure clear targets are identified and promote a consistent drive towards improvement. Effective implementation of the Early Years Foundation Stage framework is clearly evident through good records of individual children's progress and development. However, this is not consistently shared with parents despite otherwise good relationships. Management demonstrate a good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- formalise systems for effectively monitoring the provision and outcomes through regular quality checks and self-assessment, leading to clearer identification of targets for further improvement
- review the procedures for formally sharing information with parents, to ensure they are consistently informed and involved in their children's progress and development.

The effectiveness of leadership and management of the early years provision

Staff work as a united and professional team under strong and effective leadership. They are valued and are regularly consulted about their own ideas and suggestions for both their personal development, and for the inclusive benefit of all children who attend the setting. However, managerial planning is completed on an informal basis, and is not yet being fully utilised and documented as part of the self evaluation programme, with a focus on embedding ambition and driving the provision towards continuous improvement. An effective key person system is used well to enhance and develop this good provision, and to ensure that a wide range of resources are effectively used to support individual children's needs and to promote equality and diversity. Detailed recruitment and vetting procedures are in place to ensure all adults are suitable and have appropriate qualifications, training and knowledge of how young children learn through play. Staff are aware of their roles and responsibilities in safeguarding children and demonstrate significant confidence in putting an effective range of welfare and health and safety policies and procedures into practice.

Staff frequently reflect on recorded observations of children, assess their progress and plan for their next steps of development. However, this is not consistently shared with parents on a formal basis to enable parents to continue some play and learning activities at home. The setting's management and staff maintains relaxed and friendly relationships with parents, and copies of the setting's policies are readily available as well as an informative notice board. Good support has been received from external agencies and other professionals. There are strong relationships with the early years department of the main school, with whom children's progress towards the six areas of learning is fully shared in order to support their development.

The quality and standards of the early years provision and outcomes for children

The high quality of observations, ongoing assessments and day to day planning by dedicated staff ensures that every child enjoys their time in the setting, and are suitably challenged by the stimulating play and learning experiences provided. Children are confident, happy and clearly making progress in their early years development. They are encouraged to make choices from a wide range of resources and activities in the well planned and exciting 'learning zone'. Staff make good use of the available space in order to ensure that all children have access to areas of interest. Very positive relationships are built with staff and their peers, and older children are encouraged to help and support their younger friends.

Children have many opportunities to communicate with each other and with staff who encourage and support this by actively listening and taking a strong interest in what children say and do. Children love visiting the snack bar and are encouraged to help themselves to healthy food. Many activities have words and numbers linked

to them and good use is made of the setting's walls and display areas to show off children's drawings, paintings and clay models. Children's knowledge of their local community is enhanced through discussion, photographs and occasional visitors to the setting. They develop their physical skills as they run, jump, pedal and scoot around the adjacent outside play area which is utilised very well to support and promote healthy lifestyles.

Children's are helped to develop a sense of safety and their behaviour is consistently good as they play with sand and water, visit one of the learning and play zones or listen to a story. A flat screen computer with large colour coded keys is a magnet for many children who clearly enjoy the many play and learning activities in this setting. Children make a positive contribution to the success of the provision and, through the interesting and enjoyable range of activities; they make good progress towards their future development and well-being.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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