

Bright Sparks Pre-School

Little Stoke Primary School, Little Stoke Lane, Bristol, BS34 6HY

Inspection date

Previous inspection date

17/01/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children have a wide range of resources that they can access easily; they can choose to play indoors and outdoors which gives them a sense of ownership at the setting.
- Staff make good relationships with the children, they make sure they are safe and enjoy their time at the setting.
- Staff work in partnership with parents and outside agencies to provide effective support for individual children including those with additional needs.

It is not yet good because

- Children are not fully challenged or given many opportunities to develop their play and understanding, including in some everyday care routines.
- Staff do not routinely interact with children and ask questions to promote learning to fully challenge and extend children's thinking.
- Differentiation for older children is not evident especially during group activities. There is a lack of stimulation in some activities planned for the older children.
- Self evaluation is not up to date or used well to improve practice; it does not take into account the views of all of the staff.

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.

Inspection activities

- The inspector observed the children at play both indoors and outdoors.
- The inspector held discussions at appropriate times with the supervisor and the manager.
- The inspector spoke to parents and discussed their views about the provision.
- The inspector sampled a range of documents including risk assessments, policies, planning and children's individual files.

Inspector

Shirelle Norris

Full report

Information about the setting

Bright Sparks Pre-School registered in 2013. It is one of two privately owned pre-schools and operates from a large classroom, which can be divided into three, in Little Stoke's Primary School. Children have access to a secure enclosed outdoor play area and the school grounds, which includes a large forest school area. It is situated in Little Stoke on the outskirts of Bristol.

The pre-school is open each weekday from 9am to 3pm during term time. There is an option for an early start from 8.30am and a late collection up to 5pm. The pre-school is registered on the Early Years Register. There are nine members of staff, of whom five hold a level three early years qualification and two a level two. One member of staff is working towards a level three and one towards a level two qualification. The pre-school receives government funding to provide free early education to children aged two, three and four years. There are 27 children on roll. The setting supports children with special educational needs.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve knowledge of the learning and development requirements in order that staff plan challenging and enjoyable learning experiences across the areas of learning and development by taking into account children's individual needs

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

- consider evaluating the provision as a team to ensure views are taken on board and changes made take into account the best way to improve the provision
- improve children's opportunities to be independent at snack time, for example children could peel, chop or slice their own fruit
- devise focussed, planned activities that stimulate and incorporate children's individual next steps of learning.

Inspection judgements

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

The learning and development requirements are generally met to a suitable standard. The setting has a wide range of resources that cover the areas of learning, children freely access these to stimulate their play. Children's learning is planned for and promoted overall. However, activities do not always reflect children's individual learning needs to ensure they are encouraged to develop to their full potential. As a result, children are generally making appropriate progress through the Early Years Foundation Stage. When children play and make decisions about what they chose to play with their learning is generally supported by staff who sometimes ask questions to promote their thinking. Children's achievements are celebrated and this is displayed around the room. Displays show topic work, like autumn leaf pictures. Some displays show what children can do; individual lists for children celebrate their progress. It ensures that their development is rejoiced and referred to. The display indicates things like who can put their shoes on, who can help tidy up the toys. Organised resources are in named drawers with pictures to help children to understand and identify where toys belong. This organisation helps children learn how to become responsible and take care of their environment, they learn to respect the setting and its resources.

Areas of learning like maths are subtly introduced with numbers that children have made hanging from the ceiling. This helps children begin to become familiar with numbers and start to recognise them. Some toys and books reflect diversity and positive images of disability. This has been sensitively resourced and the effect ensures that children are given a broad outlook reflecting and understanding the world we live in.

Routines are set out to make sure that children are given the opportunity to come together and learn in a group situation. They are taught days of the week, counting and talk about the events of the day, this helps establish the routine. Staff are generally able to support children at these times. However it is difficult for staff to fully support all children as the group is of a mixed age group and the activities do not challenge the older children. This demonstrates that some activities are not designed with the individual needs of the children in mind. Consequently these times are not as focused or as effective as they could be.

Makaton, body language and gestures are used adequately when adults communicate with the children as a group and this enables children to understand better what is being taught. Not all the children are able to understand the intended learning as the group activity can be somewhat unfocussed. Some children participate in the sign language and grasp the method of communication well.

Children are given the freedom to choose whether they play indoors or outdoors and they can access a range of resources in each area. This gives children an enjoyable experience that helps to make sure they are happy as they play. They are appropriately prepared for the outdoor play, there are wellingtons and coats at the children's height to access. Outside children splash in the puddles and are encouraged by staff to enjoy the water

play. Indoors children ride on wheeled toys and play in the sand, the range of resources are sufficient to support learning generally across the areas of development. However staff do not always use these play times well to challenge children challenged enough for their stage of development. This means that staff do not enable all children to meet their full potential.

Planning and assessment systems are in development. Planning systems are not used well by the staff to seize opportunities for individual children to fully challenge their emerging development. Staff do not always take opportunities to captivate and extend learning. This means that children do not always sustain interest in their play and sometimes are not purposeful in their play. For example, outdoors children explore leaves and make patterns while staff generally watch children's play. Children are keen to extend this as they want to reach more leaves that are the other side of the fence. They ask for help but staff do not seem to hear them and this means that they abandon the activity.

Children enjoy a healthy snack and they serve themselves with fruit. There is a caf style snack bar. Adults support the caf and children know the routine well. Their independence is not promoted to the extent where they can use snack time as an activity, there are opportunities to build on this and promote independence and learning.

Communication and language is supported and staff ensure that this it is effective because of the variety of methods to help children understand what is happening at the setting. The setting has strong links with the local school and the growing relationship with the teacher sets out a positive outlook for the children's eventual move to school. The adjoining playground offers the children the chance to become familiar with their new teacher and build their confidence.

Information provided by parents makes sure that the continuity of care for the children is good. Parents speak highly of the care they receive at the setting and they are given an annual questionnaire where their views are taken into account. Parents are kept well-informed through notice boards, daily communication with staff, newsletters and a newly established website with up to date information.

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

The staff make good bonds with the children and know how to support and settle them when they enter the setting. This is because the settling in information has taken into account parental input and specific needs for each child. Children are safe and this is because staff have a good awareness of the safeguarding procedures and policies that have been devised. Staff are sensitive to the needs of the children and this gives parents confidence in the setting.

Careful recording of the individual care plans and medical information means that staff are aware of specific regimes to support children. Notices, reminders and information to support individual needs are strategically placed in the room. This ensures that important information is easily accessible in the case of an emergency. Staff are aware of the

procedure in the event of an emergency. Children who attend are shown how to evacuate the building in the event of an emergency and this procedure is recorded for future reference, this ensures that all children are taught about being safe.

Staff are capable of supporting children with additional needs adequately and this is because they have a kind, caring and compassionate attitude towards the needs of these children. Children learn about healthy regimes by eating healthy snacks and washing their hands prior to eating. However, sometimes staff do not talk to the children about healthy options to fully extend their understanding of the impact of food on their health.

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

The leadership and management at the setting is satisfactory. The supervisor is supported by a manager, though there are some overlapping responsibilities in need of clarification. The supervisor is developing methods of planning for the learning and development requirements at the setting. However, planning systems are undergoing adaptation and are not fully established. This means that planning does not always respond to children's individual needs. While generally resources and activities support children's acceptable progress, methods used by staff are not always consistent which means that practice is variable across the provision.

The key person system means that children are observed and assessed regularly at play. Key persons use this information to construct profiles for the children and make some plans to meet their needs. However, this is a new system and does not currently mean that all of children's needs are met well. Staff contribute to children's files and key people collate information to build up an adequate profile for each child. Photographs and written observations are used to document progress for all of the children so that staff are able to make some accurate judgements about children's progress.

Staff appraisals and supervisions have been devised to ensure that professional methods of supporting staff are adopted. There are procedures in place that make sure staff have a wide network of support for training and sharing information. Recruitment and vetting procedures set out clear, professional standards for employing staff, induction procedures ensure that staff are made aware of their role and their responsibilities.

There is a system of self-evaluation carried out at the setting and it details some strengths and weaknesses and there are general plans in place for improvement. However current systems do not take into account the views of the whole team. This means that the evaluation systems are not fully effective to drive focussed improvements.

Partnerships with parents are established and this makes sure that vital information is obtained and used to offer continuity of care for the children. This is especially evident for children with additional needs. The setting has links with outside agencies like the inclusion service and this helps staff provide the essential, specific support for children, the supervisor ensures this information is shared with all staff. This means that staff meet

the needs of these children appropriately.

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	EY466744
Local authority	South Gloucestershire
Inspection number	928525
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	32
Number of children on roll	27
Name of provider	Bright Sparks Pre School Ltd
Date of previous inspection	not applicable
Telephone number	01454866522

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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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