

Bright Sparks Pre School Ltd

Stoke Lodge Primary School, School Close, Patchway, BRISTOL, BS34 6DW

Inspection date	29/05/2014
Previous inspection date	12/09/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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

- There are good systems in place to ensure the suitability of the staff working directly with the children through ongoing supervision and appraisal arrangements.
- Staff provide children a safe and secure environment to learn within that is thoroughly risk assessed.
- Staff know their children well and, therefore, plan stimulating activities to support them to make good progress from their starting points.
- There is good partnership working with other agencies to provide children with continuity in their learning and development.

It is not yet outstanding because

- On occasion, staff do not fully engage in conversation with younger children to promote their understanding of mathematical language through modelling the use of number names.

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 children playing inside and out doors.
- The inspector observed staff interactions with children.
- The inspector invited the director to carry out a joint observation.
- The inspector sampled a range of documentation including safeguarding procedures, self-evaluation, learning diaries, policies and procedures.
- The inspector spoke to staff, parents and children at convenient times during the inspection.

Inspector

Rachael Williams

Full report

Information about the setting

Bright Sparks Pre-school Ltd is owned by two directors and is a non-profit-making organisation. The provision was first registered in 2004 and re-registered in 2011. The provision operates from purpose built premises on the site of Stoke Lodge Primary School, South Gloucestershire. The setting is divided into four main playrooms to accommodate children in the early years age range. Separate premises are used to accommodate children attending the out of school provision at the school. Facilities also include a sensory room, kitchen, offices, accessible toilet and shower provision. There are enclosed outdoor play areas for each age group. The setting also has access to the outdoor facilities of the school including a wooded area and sensory garden. The nursery has hens, rabbits and a tortoise.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 131 children on roll in the early years age range. The setting supports children with special educational needs and/or disabilities and for whom English is an additional language. The provision opens five days a week all year round, except for bank holidays from 8am to 6pm. The setting is in receipt of funding for the provision of free early education funding for two, three and four. There are 26 staff. The directors have early years qualifications at level 3 and employ 24 members of staff to work directly with the children; of whom, 17 have early years qualifications at level 2 or above.

What the setting needs to do to improve further

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

- encourage younger children to become more aware of number names, for example, through providing more commentary on their play.

Inspection judgements

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

Staff readily involve parents in children's learning. Parents contribute wholeheartedly to providing the key person with relevant information about their children's interests and starting points. The nursery use various methods to gain information, such as home visits, informal interviews, detailed baby routines and completing the 'my child at home' form. This provides the key person with essential information to plan initial activities to stimulate children's learning. Staff make detailed observations of children's engagement in activities, identifying what children can do, what they know and how they learn. They use this information well to identify children's next steps in learning, which influences the future planning of challenging activities.

Younger children receive individual support to help in their development. Staff respond well to babies' babbling as they happily explore some warm water. Babies enjoy passing the fish from hand to hand and then to staff showing good fine muscle skills. Staff help young children to develop good communication skills as they provide clear explanation to their actions. For example, staff explain to children what they are doing as they wipe the spilt water up and help children understand about possible dangers. Although staff commentate on children's actions there are fewer opportunities for younger children to become familiar with number names as staff do not include mathematical language in their commentary. For example, when babies show staff what they have collected from the water tray staff do not introduce children to number names, such as describing that children have found 'one fish'.

Staff use small group sessions effectively, especially to support children with special educational needs and/or disabilities and those children learning English as an additional language. Staff develop individual planning so that children make the best possible progress from their starting points. Children enjoy whole group times where they can learn together. For example, children are actively involved in story telling as they participate in familiar phrases and keenly sequence the animals swallowed by the old lady.

Children show pride in their achievements as they successfully complete games on child friendly consoles, exclaiming 'look I got a key'. Children follow instructions well and enjoy exploring the different functions of the keys to test their ideas. Staff question children well to help them predict what might happen. Staff listen carefully to children's ideas, questioning them appropriately to help them think through processes and solve problems. Staff use this information effectively to extend children's learning. For example, noticing children's interests in the paw prints on the screen staff suggest that they get the paint out and make their own prints on the table. Children thoroughly enjoy exploring the paint and describe the texture as feeling 'like jelly' and being 'slippery'. Staff extend older children further encouraging them to write their names, praising them as they make recognisable letter shapes. This prepares children well for their eventual move to school. Staff have good knowledge of children's interests and incorporate these into children's play, such as adding trains to make tracks in the paint. Staff encourage children to notice a difference in the surfaces and children are excited to make their trains spin in the 'slimy' paint.

Children have good opportunities to be outside and active. There is a dedicated environmental area, which helps children to be curious about nature. Staff are vigilant and regularly remind children about the dangers, such as identifying stinging nettles before they explore. Staff teach children how to care for the animals as they help feed them and handle them carefully. Children show good initiative, for example, when they observe the rabbits running in the pen they quickly shut the gate so that they cannot escape. Children confidently ask questions and staff are very good at responding to extend children's understanding and use of vocabulary. Therefore, children develop good communication skills in readiness for their future learning.

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

Children have a good sense of belonging in the welcoming environment and form strong attachments with key staff. Displays celebrate children's achievements. Staff use photographs productively to help children settle and to acknowledge the diversity of the children who attend. Children become familiar with routines, which helps them settle. Children are clear on expectations and boundaries and behave well. Staff provide clear explanations to children so that they are aware of possible consequences to their friends, such as pushing a table into their friends tummy and hurting them. Children play collaboratively, such as, using a range of self-chosen materials to build dens. Children make decisions about their play, such as whether to play inside or outdoors. Resources are abundant and easily accessible to the children so that they can develop their independent skills.

There are good opportunities to support older children to develop the skills they need as they move on to school. For example, staff request sport kits from parents so that they can help children to dress and undress independently. Staff support children to develop self-help skills and begin to lengthen small group times to prepare children. Staff use the school pack well to help children become familiar with their new environment as it includes photographs of the school and key adults.

Staff help children learn about health and hygiene. Staff borrow equipment to teach children about hand washing, healthy eating and dental hygiene. Hygienic practices are consistent, such as children washing their hands after handling the pets and following hygienic nappy changing routines. Children thoroughly enjoy helping to clean tables ready for their snack and thrive in the responsibility they are given. Children lay the table while staff prepare their snack in a scrupulously clean kitchen. There are also opportunities for older children to learn to use knives safely as they prepare fruit for the snack bar. Staff sit with the children and this is a sociable occasion where children talk about their likes and dislikes, describing the fruits and sampling new tastes. Staff work well in partnership with parents monitoring the new foods children have sampled, especially different textures and strong tastes. Staff teach children about where food comes from and children have the opportunity to grow their own peppers, potatoes and strawberries. Children learn about keeping themselves safe as they are regularly involved in fire drills.

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

Staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. The nursery has clear safeguarding policies and procedures to protect children fully. All staff are aware of their responsibility to report concerns about a child in their care and understand safeguarding procedures, including the need for confidentiality and the safe storage of information. All staff receive relevant and ongoing training and any child protection concerns are discussed during regular supervision meetings. There are effective arrangements to ensure suitably qualified and vetted staff work directly with the children. This includes regular supervision meetings and

bi-annual appraisals. There are good arrangements to monitor visitors at the setting. Staff check identification, sign visitors into the nursery and supervise them at all times. Staff are vigilant and ensure that the environments used by the children are thoroughly risk assessed, safe and secure. Staff have secure knowledge of the use of mobile phones, digital cameras and social network sites to enable children's well-being. The management team have established all required documentation, including accident and incident records, which are stored securely and confidentially. The provider understands the requirements of the Early Years Foundation Stage and when they need to notify Ofsted. However, the provider has not met the requirements of the compulsory and voluntary parts of the Childcare Register. They have not informed Ofsted of changes to circumstances in the where they provide out-of-school care for older school-aged children. These children are now using rooms within the school.

There is good multi-agency working at all levels. Staff collaborate effectively with key agencies to promote continuity in children's welfare, in particular to support children with special educational needs and/or disabilities. Partnership with parents is a strong focus at the nursery. Parents receive a wealth of information through newsletters, notice boards, daily communication diaries and feedback forms. Staff regularly share children's achievements and invite parents to contribute to children's learning, such as through the wow board. Staff provide good help and guidance to extend learning at home, such as sharing library books and cookery bags. Parents regularly contribute their time to volunteer at the nursery, such as on a woodland walk. Parents make positive comments, such as, how very good safety is on the walk and the knowledge of the staff as they share information with children about what they see. Staff consistently ask parents to provide feedback about the service provided so that the management team can collate information and address improvements through effective action plans.

The staff team work cohesively to review their practice and develop accurate action plans to drive improvement. For example, small key group time has recently been initiated to further support children with special educational needs and/or disabilities and for children learning English as an additional language so that more focused attention can be provided by the key person. Staff are fully involved in self evaluation through workshops, supervision meetings, questionnaires and feedback sheets, which contribute to the operation of the nursery. For example, recent monitoring has shown that staff are not consistently using Makaton, a recognised sign language, and visual timelines. The management team demonstrate a good understanding of their role and effectively monitor the planning and delivery of the education programme; therefore, they have made good progress since their last inspection. There are good systems in place for professional development and to share good practice for example, observations by management, meaningful staff meetings and spontaneous quizzes. Staff are proactive at accessing relevant training to improve their understanding of how children learn and to address specific support for their key children.

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	EY424309
Local authority	South Gloucestershire
Inspection number	976181
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	71
Number of children on roll	131
Name of provider	Bright Sparks Pre School Ltd
Date of previous inspection	12/09/2011
Telephone number	01454866520

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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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