

Bright Sparks Pre-School

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

| | |
|--------------------------|------------|
| Inspection date | 03/06/2014 |
| Previous inspection date | 17/01/2014 |

| | | |
|--|-------------------------|---|
| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 3 |
| 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 is a strong focus on working in partnership with key agencies to support children's learning and development.
- Children enjoy a broad range of stimulating activities. Staff interact well with the children to promote their learning, especially their communication skills.
- There are good opportunities for children to be physically active and outside. Staff use the daily 'run' effectively to settle children at the beginning of the day.
- There is a collaborative approach to self-evaluation and staff are committed to drive improvement.

It is not yet outstanding because

- The basket of toys staff provide while children sit together for storytime occasionally distracts children's attention from their learning.
- Children are not always supported when they bring different media, such as play dough, into their role play.

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 children's play inside and outdoors.
- The inspector observed staff interactions with children.
- The inspector and manager completed a joint observation.
- The inspector sampled a range of documentation, including safeguarding procedures, written responses from parents and self-evaluation.

Inspector

Rachael Williams

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 in Little Stoke Primary School, South Gloucestershire. Children have access to an enclosed outdoor play area and the school grounds, which includes a large forest school area. 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 currently 33 children on roll. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. The pre-school receives funding to provide free early education to children aged two, three and four years old. There are six members of staff, of whom five hold an early years qualification at level two 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 children's involvement further at whole group times by minimising distraction

- support children's imagination so that they can develop their ideas and use available materials in their role play.

Inspection judgements

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

Staff have good understanding of how children learn and provide good support to promote their development. For example, staff know that some children arrive full of energy. Therefore, they organise a group outdoor activity, such as a daily run, for children to be physically active. Children are very familiar with this routine and make decisions about what resources they take outside. For example, some children decide to take the instruments with them and create a walking band.

Staff make good use of the information they gain from parents, through home visits and an 'at home' sheet, about children's starting points to plan for their next stages in learning. Staff have recently developed their planning arrangements to demonstrate intended learning for each of the age groups. Staff make detailed observations and use this information, alongside children's interests, to plan stimulating experiences, which children are keen to be involved in. Staff assess children's progress well and have good

understanding of children's learning priorities. This includes the progress check for children when they are two years old, which they share with parents. There is effective interaction with other professionals to enable staff to meet the needs of all children successfully, for example, through collaboration on individual educational, play and health plans.

Staff support children well to develop their imagination, overall. For example, through effective questioning by staff, children develop their storyline as they search for the missing monkeys and elephants who have escaped from the zoo. Children move in different ways as they explore the enclosed area reporting to staff when they have found the missing animals. Staff use this opportunity well to help children in their early calculation skills as children talk about how many more animals there are to find. Children develop their own ideas, such as making crocodile soup in the mud kitchen. Children use a range of tools to transport the soil and to add water as they mix ingredients together. However, staff do not always support children to extend their ideas and use different materials in their recipe, such as play dough, as this is for children to use inside.

Children communicate their ideas well as they play with toy animals explaining what they wish to do. For example, children explain that their elephant is stuck in a cage, which they have surrounded with a snake, and want to 'move (it) round and round the road'. Children test their ideas well, such as placing construction wheels under the elephant cage so that they can move it. Staff support children well to extend their ideas through effective questioning. For example, when the wheels are not successful staff ask children how they can improve. Children use mathematical language well in their play, such as counting how many wheels their train has and explaining that they are 'making a big one' for the elephant. Staff are good at repeating children's sentences, extending them and adding specific vocabulary to extend children's communication skills. This is also noticeable in small group time, which is used productively to help children use two words together, develop the use of positional language through pictures and extend sentence structure.

Staff provide good opportunities for the children to listen and learn together in preparation for their next stages in learning. For example, children sit together for a short registration time. Children listen for their name and staff are respectful of the different ways children choose to communicate, such as saying hello or waving. Staff acknowledge children's responses and use sign language to reinforce language development. Staff provide a sensory box for the children to explore as they sit on the carpet together. This helps them focus their attention and be included in the activity. However, during story time staff provide children with a different box, which includes a range of battery-operated resources. These become a distraction as some children become pre-occupied and interrupt the experience for others.

Children benefit from a broad range of sensory experiences. For example, children thoroughly enjoy using the shaving foam, making marks and patterns on the board. Staff interact well to extend children's learning, such as writing the initial letter of their name and counting how many letters there are in their name. Children enjoy manipulating the play dough using tools to make different shapes and divide it. Children exclaim 'I'm cutting. I don't want it to be quite big,' putting words to their actions. Staff demonstrate how to use the resources. Children watch and when they are confident they have a go

independently.

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

Staff provide a warm and welcoming environment, which meets children's individual needs. There is an abundant range of high quality toys and resources, which staff label, and are easily accessible. Staff rotate these regularly. This helps children make decisions about their learning and supports them in the tidying up routines. Children have a good sense of belonging as they form secure relationships with staff who know them well. Parents comment favourably on the connections their children make with their key person. Staff celebrate children's achievements well through an 'I can' display. Children are familiar with routines and are confident in their environment. For example, children are aware that they need to wear aprons if they are playing in the water and access these independently. Staff promote children's independent skills well in readiness for their move to school. For example, children put their coats on and fasten them on their own. Children are aware of their own personal needs and go to the toilet independently. Generally, children behave well. Staff use consistent strategies, following recent training, and encourage children to resolve disagreements independently. Staff talk to children at their level explaining how they have made the other child feel and support this with sign language. Staff interact well with the children to help them play cooperatively.

Children benefit greatly from sociable snack and mealtimes. Staff sit with the children modelling healthy eating and talking to the children about their experiences at home therefore, developing their communication skills further. Children enjoy the responsibility of being the helper for the day. They show good understanding of hygienic practices, such as washing their hands before they prepare the fruit. Staff teach children to use knives safely. Children are aware of their own needs and visit the cafe when they are hungry. They make healthy choices and pour their own drinks. Staff work in partnership with parents so that children have a healthy lunch. Children learn about healthy eating through topics and grow their own vegetables. Staff maintain hygienic practices, such as when changing younger children's nappies. They wear disposable gloves and aprons and ensure that the mat is sterilised after use. There are good opportunities for children to learn about safety when they visit the environmental area. Children are becoming aware of the 'stop' sign and staff remind them of potential dangers, such as the stinging nettles.

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, which they share with parents. Staff are regularly involved in weekly quizzes to ensure their understanding of policies and procedures. All staff are aware of their responsibility to report concerns about a child in their care and there is detailed and confidential recording of incidents, which are closely monitored by the leadership team and key agencies. All staff receive relevant and ongoing training and

any child protection concerns are discussed during regular supervision meetings. There are robust arrangements to ensure suitably vetted staff work directly with the children, which includes information on staff's qualifications and experience. There are good systems to enable effective professional development, such as regular supervision meetings and bi-annual appraisals, which identify any training needs. The management team make frequent observations of staff working with the children so that they can model and share good practice. Staff are vigilant and thoroughly risk assess all areas used by the children to enable them to move freely and independently between the indoor and outdoor play spaces. Staff have good understanding of monitoring visitors to the setting ensuring they are supervised and sign the visitors' record. Staff have secure knowledge of the use of mobile phones, digital cameras and social network sites to promote children's well-being.

There is a good partnership working at all levels. Staff are excellent at recording any communication with parents and/or professionals involved with the child to ensure there is a chronological account of events. Staff make appropriate referrals to enable continuity in children's care, learning and development, such as requesting hearing tests. Staff are proactive in accessing appropriate training, particularly to support children with special educational needs and/or disabilities. For example, staff have recently attended forest school training with specific children in consideration of children's preferred learning styles and isolated play. Staff provide parents with useful ideas to help children's learning at home, such as the 'magic box' to encourage children's imagination and communication skills. Parents make positive comments about the setting, such as how their children have 'come on in leaps and bounds' and how they receive 'excellent feedback'. There is good communication and sharing of information with other early years settings the children may attend to provide continuity in children's care, learning and development.

The leadership team have improved self-evaluation arrangements following the last inspection and include all staff in the process for quality improvement. The committed team are currently developing positive relationships with parents further following comments made on a recent questionnaire to parents. This includes involving them more in their children's learning. Staff have made good progress since the last inspection and have worked closely with their development officer to improve practice. Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. There is effective interaction by staff to promote children's learning and staff provide a broad range of stimulating activities. The management team has guided practice well, such as providing prompts around the room to guide staff's questioning skills. Planning and assessment arrangements are robust. These are routinely monitored by the manager to enable consistent practice and secure evaluation. Consequently, children make good progress in their learning and development.

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 | 976723 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 2 - 5 |
| Total number of places | 24 |
| Number of children on roll | 33 |
| Name of provider | Bright Sparks Pre School Ltd |
| Date of previous inspection | 17/01/2014 |
| Telephone number | 01454866522 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

