

Bright Sparks @ Sibsey

Sibsey Free School, Main Road, Sibsey, BOSTON, Lincolnshire, PE22 0RR



Inspection date

16 April 2015

Previous inspection date

7 July 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Children make rapid progress in their learning and development. Staff have an excellent understanding of how children learn and develop. Using their expert knowledge, staff make the best use of every opportunity to extend children's learning.
- The quality of teaching is outstanding. Staff demonstrate high expectations of themselves to promote fun and appropriate activities which challenge and stimulate the children. This means that children are highly motivated and enthusiastic to participate in activities.
- Children's emotional well-being is extremely well supported. Staff establish respectful and caring relationships with the children from the start. Children demonstrate they feel safe and secure. They are well prepared emotionally for the move to school.
- Children are confident and independent explorers in this highly stimulating pre-school environment. They build and negotiate obstacle courses and manage their own risk well. They show high levels of self-control and are beginning to form friendships with their peers.
- The leadership team demonstrate an extremely thorough knowledge of all aspects of the Early Years Foundation Stage. They have established effective systems to monitor practice and children's progress. Consequently, any gaps in progress are identified swiftly and appropriate interventions are established to support children's individual needs.
- Safeguarding procedures are rigorous and extremely effective in protecting children from harm. Recruitment and supervision of staff is thorough and well documented to ensure only suitable adults work with the children.
- Partnerships with parents and other professionals are extremely well developed. Consequently, all children's needs are identified quickly and effective partnerships ensure children benefit from a collaborative approach which significantly contributes to the rapid progress they make.

What the setting needs to do to improve further

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

- enhance even further the already excellent teaching by extending peer observations to include all staff, for example, the leadership team, to fully share best practice and maximise professional development opportunities.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both inside and outdoors.
- The inspector spoke to members of staff and the children at appropriate times during the inspection and held a meeting with the manager and deputy manager.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Gail Warnes

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Staff are highly skilled at maximising learning opportunities through children's interests. Children freely choose to play inside or outside, where a highly stimulating range of resources is available. During play, staff effortlessly support children to develop their mathematical knowledge and understanding. For example, children compare two- and three-dimensional shapes, such as triangles and pyramids. Younger children show high levels of engagement during adult-led activities. There is a sharp focus on developing children's communication and language skills. Staff model appropriate language as children 'squeeze' the 'sticky' mixture. Children have plentiful opportunities to practise their early handwriting skills. They make marks using implements, such as toy spades and rakes as well as their hands. Consequently, all children make rapid progress and acquire good skills to support their future education.

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

Children thoroughly enjoy themselves at this pre-school. Staff establish warm, respectful and caring relationships with the children and their families from the start. Settling-in procedures are extremely flexible to meet children's individual needs. Staff gather meaningful information about each child to plan effectively to nurture their emotional well-being. Children moving to school benefit from opportunities to meet their new teachers at the pre-school, and staff often accompany them to visit their new school. This ensures their emotional well-being continues to be well supported at times of change. Staff promote healthy lifestyles with the children throughout their everyday activities. For example, children talk about not sleeping at night time, and staff discuss the importance of rest for their bodies and brain with them. Staff encourage children to be active as they negotiate obstacles while riding trikes and bikes, and organise games on the adjacent playing field.

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

Children are very well protected from harm. All staff have a thorough understanding of their roles and responsibilities. They demonstrate secure knowledge of the procedures to follow should they have any concerns about a child. The leadership team ensure the topic of safeguarding is prioritised at all staff meetings and performance management reviews. This means that they continually assess the ongoing suitability of the adults who work with the children. Leaders conduct observations of practice and review assessments of children's progress which ensures consistency in evaluating the effectiveness of the pre-school. However, this practice is not yet fully embedded and does not provide opportunities for more experienced staff to share their outstanding practices with those less confident. Opportunities for training are targeted for individual staff development and to further raise knowledge across the team. Parental feedback is exceedingly positive. Parents typically discuss how happy their children are and the excellent progress their children make.

Setting details

Unique reference number	EY359699
Local authority	Lincolnshire
Inspection number	849593
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	88
Name of provider	Bright Sparks Kindergarten Committee
Date of previous inspection	7 July 2009
Telephone number	01205 751506

Bright Sparks @ Sibsey was registered in 2007. It is committee-run and operates from purpose-built premises within the grounds of Sibsey Free School. The setting operates from 8am to 6pm each week day during term time, providing pre-school and before and after school sessions. The setting offers free early education for eligible two-, three- and four-year-old children. The committee employs 11 staff; of whom, one is qualified at level 6, five at level 3 and two at level 2, plus a cook and cleaner.

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