

Bright Sparks

Andrews Lane Primary School, Cheshunt, Waltham Cross, Hertfordshire, EN7 6LB



Inspection date

2 June 2015

Previous inspection date

30 March 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
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		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Practitioners provide children with a very broad range of interesting learning experiences. They concentrate on children's ideas and use these to plan and build on what children know and can do.
- The excellent use of the outdoor areas effectively supports children who prefer to do much of their learning outside. The planning and provision for play in these areas is given equal importance to that for inside. This means practitioners are teaching effectively inside and out.
- The practitioners' enormous care and concern for all children contributes significantly to their sense of well-being and confidence when they are in the pre-school. This helps children to learn as they have fun, feel relaxed and are happy.
- The highly effective relationships with parents and with other organisations working with the families ensure that children's welfare is promoted to the highest standards.
- Practitioners' knowledge of safeguarding and in particular, child protection ensures children's safety is always given the very highest priority.
- The manager is very clear about her responsibilities to meet the Early Years Foundation Stage requirements. She ensures the whole team fulfils these very successfully to provide all children with the care and learning they need.

It is not yet outstanding because:

- On occasions, practitioners are too quick to offer children an answer and do not allow them quite enough time to think and come to their own conclusions.
- Managers are not making the maximum use of the opportunities for peer observations to help improve, even further, the quality of teaching.

What the setting needs to do to improve further

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

- enhance children's opportunities to think through their answers by ensuring all practitioners give children the time they need to respond to questions
- strengthen the monitoring of practice even further, for example, by making greater use of the opportunities for peer observations to enhance the quality of teaching.

Inspection activities

- The inspector observed activities in the classroom, the garden and she conducted a joint observation with the manager.
- The inspector, practitioners and children had wide ranging discussions at appropriate times during the inspection.
- The inspector looked at documentation relating to the management of the setting, including the safeguarding procedures, children's progress and self-evaluation.
- The inspector took account of the views of parents spoken to at the inspection.
- The inspector checked the evidence of the suitability and qualifications of practitioners working with children and the suitability of committee members.

Inspector

Alison Reeves

Inspection findings

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

Children have a thoroughly enjoyable time in pre-school. Practitioners are effective in helping children to prepare for the next stage in their education. They promote children's speaking and listening skills, and extend their concentration so that they can make the most of the opportunities for learning. Practitioners use effective teaching to support children who speak English as an additional language ensuring the children develop the good language skills they need. Children get engrossed in the dinosaur topic using the paints to make their own pictures. They show great skill in their hand control as they use the paintbrushes. Children further embrace the topic as they use small plastic model dinosaurs sorting them into groups according to colour and shape. At times, practitioners do not make the most of the opportunities to challenge children as they provide them with answers a little too quickly. Consequently, children do not always think for themselves. Outside, children are enthusiastic about the covered area, where they can look at books and the chalkboards they use for writing and drawing. They speak to the practitioners about the wet and windy weather showing their awareness of the world.

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

Children feel very comfortable in the pre-school. They confidently explore the environment and delight in the opportunities to play outside in the fresh air, which helps to promote their good health. Practitioners make excellent use of snack time to help children learn about the benefits of eating well, to develop their independence skills and encourage conversation. Children happily take part in being the special helper who assists the practitioner in preparing the snack. The practitioners have given careful thought to this activity making sure children have the resources they need, such as the small jugs so that they can pour their own drinks successfully. This helps to build children's confidence and encourages a sense of pride in their achievements. Children behave very well. They listen to instructions and find the routine gives a reassuring structure to the session. Practitioners have an excellent understanding of each child's needs and they work closely with families to help children overcome any difficulties.

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

Practitioners are well qualified and they successfully monitor the educational programmes. The manager makes sure every child, including those with special educational needs and/or disabilities, is achieving and making good progress towards the early learning goals. The manager observes practitioners and uses regular supervision sessions to help them improve and identify training needs. There is scope to enhance this further by providing more opportunities to see and share the very best teaching. Robust recruitment procedures ensure practitioners are suitably skilled and safe to work with children. Parents speak very highly of the practitioners and the experiences their children have in pre-school. They can see the progress children are making and have benefitted from the advice and guidance of the team in helping children to continue their learning at home.

Setting details

Unique reference number	EY275240
Local authority	Hertfordshire
Inspection number	860898
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	30
Number of children on roll	26
Name of provider	Bright Sparks Committee
Date of previous inspection	30 March 2010
Telephone number	01992 623065

Bright Sparks was registered in 2004. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time from 12.15pm until 3.15pm. The pre-school provides funded early education for two- and three-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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