

# Bright Sparks Pre-School

Preston Lane, Great Preston, Leeds, West Yorkshire, LS26 8AR



## Inspection date

18 June 2015

Previous inspection date

19 September 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children are happy and settled and have good relationships with staff. This is because there is an established key-person system in place.
- Staff use their knowledge and observations of children to inform the planning of their next steps. Therefore, children make good progress in their learning and development.
- Staff have worked hard since the last inspection, positively addressing the recommendations raised. They are committed and enthusiastic about developing the quality of the provision at the pre-school even further.
- Staff are committed to safeguarding children. They fully understand their roles and responsibilities, and the procedures to follow should they have any concerns. As a result, children are safeguarded well at the pre-school.
- Children have access to a wide variety of interesting resources, both indoors and outdoors. They are confident, highly motivated and enjoy exploring their environment.

### It is not yet outstanding because:

- Younger children sometimes become distracted because staff have not fully considered their needs when planning group time arrangements.
- Initial information gathered from parents about children's prior skills and capabilities is not always comprehensive enough to enable staff to support children's progress as well as possible from the start.

## What the setting needs to do to improve further

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

- improve arrangements for group activities and times so that the needs of younger children are fully considered and met
- increase the information gained from parents when children first attend, to provide staff with a clearer picture of children's starting points and help them to plan their progress from the start.

### Inspection activities

- The inspector viewed all areas of the premises used by children, including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- 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.
- The inspector held a meeting with the manager and spoke with the staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

### Inspector

Kerry Holder

## Inspection findings

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

Staff know children well and have a good understanding of how they learn and develop. They provide a broad and balanced range of challenging learning experiences based on children's individual interests, preferences and abilities. Staff help children's communication skills by listening perceptively to them and asking questions to develop their vocabulary. However, during group activities, younger children sometimes become distracted because older children are more vocal. Therefore, their learning is not always maximised. Children enjoy running, building constructions and exploring play dough, which effectively supports their physical development. Children develop their knowledge and understanding of technology as they independently access computers. This helps to ensure that children acquire the skills that they will need in readiness for school. Older children extend their early reading skills by identifying rhyming words. Children's enjoyment of singing and nursery rhymes is evident as they excitedly take turns to play musical instruments and choose a song. They show their ability to listen and follow instructions. As a result, children are developing their concentration and understanding of sharing and turn taking.

### **The contribution of the early years provision to the well-being of children is good**

Staff gather information from parents about children's care needs before they start and use this to meet children's individual needs and emotional security. However, the information gathered does not focus clearly enough on what children already know and can do, in order to quickly establish starting points for their learning. This means that staff are not always able to precisely plan activities to complement their learning from the onset. Children independently use the bathroom and wash their hands confidently. Staff act as positive role models and praise children regularly, which builds high levels of self-esteem. Children's good health is supported because snacks are nutritious. Children are offered the option to stay for lunch and participate in school mealtime routines with the older children. As a result, children develop an understanding of a healthy diet and are prepared for their future move to school.

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

Tracking systems have been developed to identify any gaps in children's learning, which ensure individual children are making good progress towards the early learning goals. The manager works within the room and supports staff to reflect on their practice and develop the provision for children. There is a programme of ongoing supervision, training and professional development provided to the staff. This results in well-qualified and supported staff who promote children's learning well. Links with the adjoining school have been established, which ensure staff work in partnership and share relevant information. Parents and carers are complimentary of the pre-school. Staff involve parents and children in regular evaluation of the pre-school. This results in changes that benefit all children who attend.

## Setting details

<b>Unique reference number</b>	512713
<b>Local authority</b>	Leeds
<b>Inspection number</b>	869464
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Bright Sparks Pre School Committee
<b>Date of previous inspection</b>	19 September 2009
<b>Telephone number</b>	0113 287 3753

Bright Sparks Pre-School was registered in 1970. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.50am until 11.50am and 12.25pm until 3.25pm. The pre-school provides before and after school care and operates from 7.30am until 8.50am and from 3.25pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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