

Bright Sparks Montessori School

Gilbert Road, Frimley, Surrey, GU16 7RE



Inspection date

16 September 2015

Previous inspection date

5 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children benefit from being able to move freely from indoors to outdoors, enabling their play to be uninterrupted.
- Children settle quickly in a relaxed environment and become confident learners.
- Staff provide children with good support to gain communication and language skills.
- Children behave well because they are interested in the activities available to them and can access them independently.
- Effective planning, observation and assessment systems enable staff to help children make good progress in all areas of learning, in readiness for school.

It is not yet outstanding because:

- The organisation of some small group activities does not enable all children to become actively involved.

What the setting needs to do to improve further

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

- improve the organisation of small group activities to ensure that all children can become actively involved.

Inspection activities

- The inspector spoke to parents to seek their views about the setting.
- A joint observation took place with the manager.
- The inspector observed children at play indoors and outdoors.
- The inspector looked at relevant documentation, such as planning and assessment records.
- The inspector spoke to staff and children at appropriate times during the inspection.

Inspector
Cheryl Walker

Inspection findings

Effectiveness of the leadership and management is good

A strong partnership with parents enables them to be fully involved and informed about their child. Parents speak highly of the support they and their families receive from a committed and well-qualified staff team. Good links with other agencies ensure that all those working with identified children are aware of targets and goals and work consistently together to help children progress. Staff have improved their knowledge of child protection issues and the arrangements for safeguarding are effective. Robust recruitment and vetting procedures ensure staff suitability. Newly introduced formal supervision systems allow senior leaders to monitor the curriculum delivery and enable effective communication about how to support children's individual needs. Improvement plans are well-focused. Since the last inspection, the staff have successfully reviewed the provision for outdoor play, so that children can enjoy all aspects of the curriculum, throughout their day, both indoors and outdoors.

Quality of teaching, learning and assessment is good

Teaching across the provision is good. Staff talk in depth to parents when their child begins at the setting and observe them in their play to plan a wide range of activities to support their learning. Staff are attentive to children's individual needs and recognise where additional support may be required. The provision of a speech and language group helps children that are experiencing difficulties in this area to move on with confidence. Most activities provide children with opportunities for active learning. Some small group activities are less well resourced, meaning that children do not gain full benefit from the activity. For example, the organisation of a cooking activity resulted in children having to wait for long periods before becoming actively involved.

Personal development, behaviour and welfare are good

Children settle quickly into the session and are eager to play. They clearly enjoy their time in the nursery and make many decisions for themselves, encouraging their confidence and enthusiasm to learn new skills. They form close relationships with staff that are caring and attentive to their individual needs. Children behave well because there are clear expectations of their behaviour in place. They have good opportunities to develop high levels of independence, as equipment and toys are stored in a way that they can easily access them. Children confidently choose activities that interest them and know to put these back on the shelves when they are finished. They are aware of the routines in place to help them to be healthy, such as washing their hands after toileting and helping themselves to healthy snacks from the snack bar.

Outcomes for children are good

Children make good progress at the setting because staff carefully plan to meet their individual needs. They make particularly good progress in their self-care skills due to the opportunities provided for independence. This stands them in good stead to be ready for school.

Setting details

Unique reference number	EY334579
Local authority	Surrey
Inspection number	1024180
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	32
Name of provider	Deborah Ann Sharpe
Date of previous inspection	5 May 2015
Telephone number	01276 677415

Bright Sparks Montessori School registered in 2006. It is located in Camberley, Surrey and is open Monday to Friday, during term time only. Sessions operate between 9am until 2pm or 9.20am until 2.20pm. The setting is in receipt of funding for the provision of free early education to children aged three and four years. In total, 11 staff work with the children, all of whom hold relevant early years qualifications between Level 2 and Level 5. The nursery has achieved accreditation through the Surrey County Council Early Years Quality Assurance Scheme.

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