

# Bright Sparks Pre-School

Child Centre, 2 Sycamore Drive, Swanley, BR8 7AY



**Inspection date** 10 March 2016  
Previous inspection date 30 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
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

- Staff provide a good range of toys, equipment and resources for children to explore indoors and outdoors. All children are motivated to experiment with new activities and make good progress in their learning.
- Staff know the children well and support them to settle. For example, an effective key-person approach helps children to build relationships with staff and each other.
- Children develop good physical skills. For example, they are adept at using tools to explore a range of materials, such as mud, sand and water. They learn to use wheeled and balancing equipment in the large outdoor play space.
- Staff deployment and supervision of children are good. The staff are good role models and work well together to engage children and keep them safe. For example, they practice the evacuation procedure together and evaluate its effectiveness.
- The management team works effectively together and is committed to raising the quality of teaching and improving outcomes for children.

### It is not yet outstanding because:

- Although there is a good range of resources, children have fewer opportunities to use technology during their play.
- Occasionally, staff do not recognise opportunities to extend children's knowledge of mathematics further.

## What the setting needs to do to improve further

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

- strengthen opportunities for children to develop their mathematical knowledge with particular regard to problem solving and number recognition
- increase further children's opportunities to use technology.

### Inspection activities

- The inspector observed children and staff interacting together.
- The inspector held a meeting with the supervisor.
- The inspector spoke to parents to gain their feedback.
- The inspector carried out a joint observation with the supervisor.
- The inspector sampled a range of documents, including evidence of suitability and qualifications, and policies and procedures.

### Inspector

Caroline Gibbons

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is committed to raising standards for children, and the pre-school has met all previous recommendations well. For example, they have adapted the routines to ensure that group times are only planned for older children and there is a clear supervision and mentoring process for staff. They have joined a collaboration which has enabled staff, for example, to access further training. Staff reflect on how they can share ideas with colleagues and update their knowledge to improve the quality of teaching. Safeguarding is effective. All staff have a clear understanding of their role to protect children and are aware of new legislation. There are designated safeguarding staff and all staff now know the process to follow if they have any concerns about a child.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn and know how to extend their learning. For example, they join in with role play in the cafe, and encourage children to take orders and name the healthy foods, such as vegetables and spaghetti. Furthermore, staff provide clipboards and pens for children to make marks and to 'write' the orders. Staff provide a good range of materials for children to explore. For example, they make 'ice creams' with the mud and excitedly catch 'fish' with nets in the water. Staff monitor children's progress effectively and use their individual interests to plan further activities to challenge them in their learning. Staff share children's progress with parents and other professionals involved in their care to help provide consistency of learning.

### Personal development, behaviour and welfare are good

Children behave well and learn the rules of the setting. For example, staff give children gentle reminders about playing safely with knives indoors and provide waterproof clothing for messy play. Staff support children's emotional development well and work closely with parents to address any concerns. For example, they use 'emotions' boards to encourage children to recognise their feelings and provide specific and individualised support for children with additional needs. Children learn about healthy lifestyles and the importance of hygiene. For instance, they have regular fresh air and exercise, and enjoy nutritious snacks. Regular reminders from staff about hand washing supports their understanding further.

### Outcomes for children are good

Children are happy and confident in the setting. They develop key skills, such as independence. For example, they learn to dress themselves and actively make their own choices during play. Children are good communicators and develop their literacy skills effectively. For example, they learn to recognise their names and practise early writing within their play. Children are prepared well for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	127047
<b>Local authority</b>	Kent
<b>Inspection number</b>	1014423
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Bright Sparks Pre School Committee
<b>Date of previous inspection</b>	30 April 2015
<b>Telephone number</b>	07711814900

Bright Sparks Pre-School registered in 1995 and operates a breakfast club, pre-school, after-school club and holiday club. The pre-school operates for 33 weeks each year and is open each weekday from 9.15am to 11.45am during term time. There is a supervised lunch club from 11.45am to 12.30pm and afternoon sessions from 12.30pm until 3pm on Mondays, Thursdays and Fridays, during term time. The pre-school employs 10 members of staff, eight of whom hold relevant early years qualifications. The supervisor and manager are qualified to degree level. The pre-school receives funding to provide free early education for children aged two, three and four years.

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