

Bright Sparks Child Care

Elizabeth Drive, Airedale, Castleford, West Yorkshire, WF10 3RW



Inspection date	8 July 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders and managers have superior partnerships with other early years professionals and outside agencies. The utmost priority is given to joint working and the sharing of meticulously detailed information. This helps to secure a consistently high level of support for children, including those who require additional help.
- Staff make excellent use of the local community to widen children's experiences and support their learning. Children learn to care about others and their involvement in charity days is one way staff help them understand how to be good citizens.
- Parents are keen to share their opinions of the nursery and talk very highly of the quality of their children's care and learning. They talk about the ideas staff offer to help them continue with their children's learning at home.
- Staff have high expectations for good behaviour. They are patient and caring and allow children to show how they are feeling. Children are observed closely as they try to resolve their own differences and receive support when it is needed. Staff talk to children about being kind and sharing. This helps children learn how to cooperate with others.
- Staff are skilled at identifying any gaps in children's learning and focus on helping them close these quickly.
- The key-person system is well embedded and quickly establishes an excellent working partnership with parents.

It is not yet outstanding because:

- The quality of teaching is not consistently outstanding across the nursery. Some staff do not recognise often enough when there are opportunities to build on children's learning during spontaneous play that children initiate for themselves, particularly for children aged between one and two years.

What the setting needs to do to improve further

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

- help staff make better use of spontaneous opportunities to extend children's learning and increase the potential to achieve excellent outcomes for all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with one of the managers, who is also the special educational needs coordinator.
- The inspector held a meeting with both registered individuals and their early years representative. She looked at relevant documentation, such as the self-evaluation, action plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.
- The inspector spoke to the children at appropriate times during the inspection.

Inspector

June Rice

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of possible signs and symptoms of abuse or neglect. They are clear about the procedures they must implement to help safeguard children. Robust recruitment procedures help to ensure adults are suitable to work with children. Leaders and managers work closely with other early years professionals and keenly monitor staff practice. The level of supervision and support provided to staff shows a commitment to continued improvement. This has resulted in a high level of care and learning. The teaching is particularly strong in the room for children aged between three and five years.

Quality of teaching, learning and assessment is good

Well-qualified staff accurately assess the progress of all children and plan an excellent range of activities that fully complements children's interests. Most staff have high expectations for what children can do and their teaching is aimed at helping children become high achievers. Babies are inquisitive and staff encourage them to use their senses to explore different textures. They are challenged to move their bodies as staff offer them toys slightly out of reach. Staff narrate what babies are doing and name the items they pick up to help promote their language. Staff fully support older children's imagination through questions and new vocabulary as they go about the task of making magic potions and use torches to hunt for monsters. Children learn how to use tools safely as they slice up fruit and use scissors to cut paper. Children between the ages of one and two years enjoy the freedom of their environment and dip in and out of activities and resources that interest them.

Personal development, behaviour and welfare are outstanding

Children are provided with a rich environment that they find highly stimulating. Older children in particular show a vivid imagination and deep concentration. They listen to adults, who help them to form different ideas and stretch their imagination even further. Children are exceptionally well motivated and eager to join in. They have strong bonds with their key person but also feel very comfortable with other staff. Children quickly develop their independence in an environment with support from staff who are keen to nurture it. By the time children start school they are able to confidently serve themselves at lunchtime, fasten their coats and follow routines. Children learn the importance of good hygiene practice and exercise for keeping them healthy. Toddlers freely join in gentle exercise sessions at the beginning of their day. Staff working with babies are skilled at giving them individual attention. Babies are quickly reassured by staff, who keep eye contact as they talk and stroke their arm in response to them seeking attention.

Outcomes for children are good

Leaders and managers use additional funding well to help provide extra support for children who need it. Older children are confident communicators and eager to learn. Younger children enjoy the social side of the nursery and develop good friendships. Babies are responsive to sensitive staff and form secure attachments. Children develop a range of skills they need for school.

Setting details

Unique reference number	EY478276
Local authority	Wakefield
Inspection number	977704
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	111
Number of children on roll	116
Name of registered person	Bright Sparks Child Care Partnership
Registered person unique reference number	RP907795
Date of previous inspection	Not applicable
Telephone number	01977 513107

Bright Sparks Child Care was registered in 2014 and is one of two nurseries managed by Bright Sparks Childcare Partnership. The nursery employs 22 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3, including one with early years professional status and one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas and on bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2016

