

# Bright Sparks Pre-School

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



<b>Inspection date</b>	18 July 2017
Previous inspection date	2 June 2015

<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
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

- The manager and her staff's partnerships with other agencies are extremely effective. They work well with other professionals to help them successfully support children and their families.
- Children confidently move between the indoor and outdoor environments for most of the session. They enjoy close friendships and practise their speaking skills as they eagerly talk to each other and staff during activities.
- Children are developing good concentration and problem-solving skills. They work cooperatively with others to achieve their goal. For example, they spend time figuring out how to move a sit-and-ride car over an obstacle in order to continue their imaginary game.
- Staff are very well deployed throughout the inside and outside of the pre-school. This helps them to promote children's learning and ensures that they are closely supervised.

### It is not yet outstanding because:

- The manager does not always ensure that staff make the most effective use of assessments to focus more precisely on what children need to learn next in order to help them make better than good progress.
- Parents are not always offered further guidance or ideas about how to extend their child's individual learning.

## What the setting needs to do to improve further

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

- refine the arrangements for tracking to ensure that children's ongoing progress is more precisely monitored to enable them to achieve at the highest level
- extend the good range of information given to parents about children's learning experiences to fully support their individual learning at home.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to parents during the inspection and took account of their views through the feedback provided.

### Inspector

Ann Cozzi

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff understand the signs of abuse and know what to do if they have concerns about a child. They promote children's safety successfully. The pre-school is well maintained and risk assessments are in place. The manager leads a strong staff team that is committed to work together to support children and their families. Staff receive good levels of support, for example, through regular supervision and team meetings. Training opportunities also help them to further develop their practice. Partnerships with parents are good. They describe staff as approachable and friendly.

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

Children have opportunities to problem solve and develop the small muscles in their hands needed for writing. For example, younger children have fun learning how to stack large building bricks on top of each other to make a tower. Older children use smaller construction bricks to build complex creations, such as a house. Staff effectively provide children with opportunities to use their imagination during creative play. Children demonstrate good coordination when using a wide range of utensils in the mud kitchen. They skilfully scoop up and spread soil across a large play tray and busily fill and empty saucepans as they make dinner for their friends. Children's communication and language skills are supported well. Staff engage them in meaningful conversations about what they are doing and encourage them to share their home experiences.

### Personal development, behaviour and welfare are good

Children and their parents are warmly greeted by staff as they arrive at pre-school. They are supported to settle quickly and form strong bonds with their key person and other staff. Children show high levels of confidence as they readily select from activities provided and lead their own play. Children are well behaved. Staff effectively implement consistent ground rules. This helps children to understand what is expected of them. Staff provide children with consistent praise for their individual efforts, helping to nurture their self-esteem. Children are very independent and understand the importance of good personal hygiene routines.

### Outcomes for children are good

All children, including those who speak English as an additional language and those for whom the setting receives additional funding, make good progress relative to their starting points. Children are enthusiastic and motivated to play and learn. Children learn about mathematics. They show sustained interest when exploring and investigating a set of weighing scales. They watch in fascination as the scale lowers and rises depending on how many items they place on each side. Children are learning the skills needed for their next stage in learning and eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY275240
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1091846
<b>Type of provision</b>	Sessional 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>	26
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Bright Sparks Pre-School
<b>Registered person unique reference number</b>	RP521899
<b>Date of previous inspection</b>	2 June 2015
<b>Telephone number</b>	01992 623065

Bright Sparks Pre-School registered in 2004. The pre-school employs six members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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