

# Bright Sparks Pre-School

Little Stoke Primary School, Little Stoke Lane, Bristol, BS34 6HY



## Inspection date

27 September 2017

Previous inspection date

3 June 2014

<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 team are committed and passionate about their work. The manager evaluates staff practice and the provision well, and successfully sets clear and realistic targets for improvements, to help raise outcomes for all children.
- Children who have special educational needs and/or disabilities, and those who speak English as an additional language, are supported well. Caring staff develop partnerships with a range of professionals and implement strategies to benefit children.
- Staff support children's social skills well. For example, they teach children to manage their feelings and support them to discuss, and resolve, any conflicts that arise. Staff are positive role models and manage children's behaviour well.
- Partnerships with parents are strong. Staff provide parents with regular reports and updates to keep them informed about their children's good progress and development. Parents speak highly of the pre-school and the staff. They comment that their children thoroughly enjoy their time at the pre-school.

### It is not yet outstanding because:

- During some daily routines, children do not know what is expected of them. Staff leave children waiting too long and they become restless.
- Sometimes, staff do not make full use of opportunities, such as when asking questions, to challenge and extend children's learning even further.

## What the setting needs to do to improve further

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

- refine the organisation of the daily routine so that children understand what is expected of them, to support their emotional needs and well-being as well as possible
- support staff to develop more effective ways to challenge and extend children's thinking skills, and allow children sufficient time to respond to questions.

### Inspection activities

- The inspector observed examples of teaching in the indoor and outdoor areas of the pre-school.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.

### Inspector

Kelly Sunderland

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of the signs and symptoms of abuse. They are aware of how to report any concerns that they may have to protect children from harm. Staff benefit from regular team meetings and training to enhance and consolidate their skills and knowledge. For example, staff recently received training on supporting children who are learning English as an additional language. They added resources into the role-play area that reflect children's home life and culture. The manager monitors children's overall development well to address any areas where children need extra support. Additional funding is used effectively to ensure children's individual needs are met.

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

Staff use their observations to make assessments and plan for children's next steps in learning. They understand how children learn, providing good resources, activities and support to meet children's individual needs. For example, staff use sign language and visual cues to help children understand instructions. Staff support children to learn and care about the world around them. For instance, children excitedly call staff to look at the snail they find while bug hunting, and staff remind them to be gentle with it. Staff promote children's mathematical skills well. They successfully engage children in activities to support their understanding of mathematical concepts, such as volume and quantity.

### Personal development, behaviour and welfare are good

Children are happy and enjoy their time at the pre-school. Children play well together in this stimulating environment and benefit from being able to share their experiences with their friends. For example, children enjoy bringing in photographs of their families to add to a display. Staff develop children's understanding of how to keep themselves safe. For example, they talk with them about the rules for walking across the school playground. Outdoor learning experiences engage and interest children while they get lots of fresh air. They learn new skills, such as balancing, climbing, and observing nature. Staff promote healthy lifestyles, encouraging children to wash their hands before mealtimes. A variety of well-balanced snacks is provided, with drinks available for children to access.

### Outcomes for children are good

Children make good progress in their learning, including those who speak English as an additional language and those who have special educational needs and/or disabilities. Children become successful learners and acquire the skills they need for moving on to school. They are encouraged to be independent and take responsibility for tasks, such as cutting up fruit for snack and clearing away and washing up their plates and cups.

## Setting details

<b>Unique reference number</b>	EY466744
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1069589
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Bright Sparks Pre School Ltd
<b>Registered person unique reference number</b>	RP530490
<b>Date of previous inspection</b>	3 June 2014
<b>Telephone number</b>	01454866522

Bright Sparks Pre-School registered in 2013. It operates from a classroom in Little Stoke Primary School, South Gloucestershire. The pre-school is open each weekday from 9am to 3pm during term time. There is an option for an early start from 8.30am and a late collection up to 6pm. The pre-school receives funding to provide free early education to children aged two, three and four years. There are 13 members of staff, all of whom hold an early years qualification. Two members of staff hold a qualification at level 6, nine hold a qualification at level 3, and two are qualified at level 2.

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