

Brightsparks Day Nursery, Eltham



Harris Academy Greenwich, Middle Park Avenue, London, SE9 5EQ

Inspection date	18 June 2018
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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leadership in the setting is strong. The manager has high expectations of herself and others. There is a good focus on professional development to make sure adults working with the children have the skills to meet every child's needs.
- Leaders and managers take time to think about what they do well and strive to continually improve what they offer. There are good systems in place to monitor practice and the quality of teaching.
- Adults working with the children are skilled at helping them to develop speech and language skills. Due to this, children are making rapid progress in communication, personal and social development.
- Children enjoy a wide range of activities where everyone is included. Adults work well with other professionals to support children who have special educational needs. This means all children are making good progress.
- Adults work well with parents to get to know children when they start nursery. Good systems are used to provide parents with regular feedback and plan for each child's next stage of development. This ensures children are learning in all areas.

It is not yet outstanding because:

- There is scope to improve children's access to numeracy in play situations to further support their developing mathematical skills.
- Adults do ask open ended questions during activities but not all children are given time to think and respond.

What the setting needs to do to improve further

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

- Consider different ways children can experience mathematics to support their understanding of number.
- Extend children's learning further by explaining activities and allowing time for children to think and respond to questions.

Inspection activities

- The inspector observed teaching and learning in the different age groups.
- The inspector sampled children's records to find out if they accurately track children's progress.
- The inspector spoke with staff and children throughout the inspection.
- The inspector and manager observed an activity in the older age range to look at the quality of teaching.
- The inspector had a meeting with the nursery owner and the manager to discuss leadership and management.
- The inspector spoke with parents and took account of their views.

Inspector

Debra Davey

Inspection findings

Effectiveness of the leadership and management is good

Leadership is strong. The nursery manager and owner work well together to ensure staff recruitment is robust and adults are suitably qualified. The nursery manager is respected by staff and leads her team well. All adults have attended safeguarding training and have a clear understanding of their responsibilities. They have opportunities to strengthen their knowledge during team meetings, quizzes and supervision meetings. This means that safeguarding is effective. There is a very good focus on self-evaluation using the views of staff and parents. The nursery manager clearly identifies what is working well and what need to improve. Constant monitoring of all aspects of the provision has enabled this relatively new nursery to establish well and for children to thrive in their all-round development. Parents spoken with during the inspection are pleased with the care and education their children receive and are very supportive of the nursery.

Quality of teaching, learning and assessment is good

Teaching is organised around children's needs and interests. Adults plan for individual children and use themes to create a range of stimulating activities. For example, younger children enjoy messy play with animals as part of a bear hunt story. They have fun and learn new words such as 'slimy' and 'slippery' as they play with mud spaghetti. This means younger children are rapidly developing their communication and language skills. Older children talk about countries of the world as part of their world cup project. They use their physical skills in the garden as they kick the footballs into the net. They make playdough by measuring ingredients and mould the dough into ball shapes. This helps them develop understanding of the world and mathematical skills. Targeted help for children who need to catch up with others is particularly well-focused. Adults work well with parents and other agencies to support children with special educational needs. Adults know children well and assessments are used appropriately to track their progress. This means that all children's learning needs are met, including those who speak other languages.

Personal development, behaviour and welfare are good

Children really enjoy their time at nursery due to very good support from their adult carers. Younger children are encouraged to be curious and explore textures and colours indoors and in the garden. They are learning to share and take turns when using large equipment such as the slide. All children are encouraged to show good manners at mealtimes. Older children enjoy praise and rewards such as star stickers for good behaviour. All children behave well. They are learning about different cultures and languages through every-day activities. This helps them to respect and value difference.

Outcomes for children are good

Children are making rapid progress in all areas of learning. They take part eagerly in activities and listen well during story time and singing. They really enjoy looking at books by themselves. There are lots of opportunities for children to begin mark-making and many children are beginning to write their own names. They are motivated to think for themselves as they help set up for lunch and find their own placemats. This helps children develop independence and concentration skills which prepares them well for school.

Setting details

Unique reference number	EY541795
Local authority	Greenwich
Inspection number	1135260
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	58
Number of children on roll	55
Name of registered person	Helen Elliott
Registered person unique reference number	RP513741
Date of previous inspection	Not applicable
Telephone number	07876211185

Brightsparks Day Nursery Eltham registered in 2017 and is one of six Brightsparks nurseries. The nursery is open from 7.30am to 6:30pm from Monday to Friday for 51 weeks a year. The nursery receives funding for free early education to children aged two, three and four years. There are nine members of staff who work directly with the children as well as the manager and a cook. One member of staff holds qualified teacher status and the rest hold early years qualifications up to level 5.

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