

# Bright Sparks Pre School

Preston Lane, Great Preston, Leeds, West Yorkshire, LS26 8AR



## Inspection date

10 July 2018

Previous inspection date

18 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- Managers promote first-class partnerships with parents. Staff are highly successful with involving parents in their children's development. Parents are exceptionally proud of the setting. They describe the compassion, support and experience of the staff as amazing and state their children love attending.
- The passionate and inspiring management team exceeds in delivering excellent opportunities to help staff develop professionally. They encourage staff to go on current training, support apprentices through to qualifying and have excellent performance management systems in place.
- Staff offer excellent levels of support to all children within the setting. There is a sharp focus on supporting children who have special educational needs (SEN). There is an exceptional range of resources and activities available for children which covers all aspects of learning.
- Children behave very well. There is a well-embedded behaviour management policy that is implemented well by staff. Children discuss problems, emotions and feelings. This helps them to develop self-control, cooperation and respect for other children in the setting.
- Children are provided with rich, varied and imaginative experiences that enable them to develop their learning. Activities are adapted extremely well to the age and ability of the children, allowing all children to flourish and develop naturally.

## What the setting needs to do to improve further

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

- explore ways to target planning even more precisely to enhance learning and development opportunities and improve outcomes for children to the highest level.

### Inspection activities

- The inspector observed the quality of the teaching during activities indoor and outdoor assessing the impact this has on the children's learning.
- The inspector spoke to several parents, gathering their views, experiences and feedback about the setting.
- The inspector completed a joint observation with the manager.
- The inspector spoke with children and staff during the inspection.
- The inspector held a meeting with the manager, looking at the relevant documentation, policies and procedures and discussing the future for the setting.

### Inspector

Megan Holmes

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Staff, children and parents hold the inspiring and passionate managers in high esteem. Managers deliver an exceptionally high standard of provision to support every child to learn and develop to the best of their ability. Managers scrutinise staff's practice through frequent supervision meetings and appraisals. These give them an in-depth understanding of the strengths of this brilliant setting. They use the information superbly to help them continually develop and enhance practice. Managers are exploring ways to target planning even more precisely to improve outcomes for children to the highest of levels. Staff receive exceptional support and guidance from managers. Safeguarding is effective. Staff have an exceptionally high understanding how to protect children. They implement robust policies and procedures successfully to ensure children are safe at all times. The staff's commitment to the children in their care is exceptional.

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

Accurate and precise assessment of children's progress helps staff to identify strengths and gaps in learning. They use the information to precisely target the curriculum to children's individual needs. Teaching is of an extremely high quality. Staff effortlessly promote children's learning through play and daily routines. Children grasp pens and pencils correctly, developing the coordination and muscle control they need for early years writing. Children are engrossed in learning about mini-beasts. They have a rich, varied and imaginative selection of resources to use. Children show high levels of patience during creative activities, as they make little legs and eyes for their mini-beasts. Staff encourage mathematics through this activity, counting legs, comparing size and shapes. Children's learning files are extremely detailed and show the vast range of activities they experience. Staff have high-quality relationships with children who have SEN. The relationships with other agencies are well embedded and the support for these children is exceptionally strong.

### Personal development, behaviour and welfare are outstanding

Staff carry out home visits when children first start. This helps to build excellent relationships with children and their families and supports children's emotional well-being. Children's behaviour is exemplary and staff are excellent role models. Children settle into the well-established routines very quickly and learn what is expected of them. Children's health and physical well-being are promoted extremely successfully, with lots of outdoor experiences. Children learn to manage risks as they are successfully supported to learn to use equipment safely in the outdoor area.

### Outcomes for children are outstanding

Children make excellent progress from their starting points, including children who have SEN. Staff identify where children need extra support and plan for this effectively. Children are highly independent and show excellent confidence and self-esteem. They show excitement and interest in their surroundings. Children develop the skills they need for the next stage of their learning. They sit patiently for their turn in activities, use good manners

and communicate well with staff and each other. There are extremely effective transition systems in place with the schools they will move on to.

## Setting details

<b>Unique reference number</b>	512713
<b>Local authority</b>	Leeds
<b>Inspection number</b>	1091210
<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 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Bright Sparks Pre School Committee
<b>Registered person unique reference number</b>	RP518958
<b>Date of previous inspection</b>	18 June 2015
<b>Telephone number</b>	0113 287 3753

Bright Sparks Pre School registered in 1970. The pre-school employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications. The pre-school opens from Monday to Friday during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides a breakfast club from 7.30am and after-school club from 3.15pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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