

# Bright Sparks Montessori School

Gilbert Road, Frimley, Surrey GU16 7RE



<b>Inspection date</b>	7 September 2018
Previous inspection date	16 September 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 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

### The provision is outstanding

- Staff are extremely skilled and sensitive in helping children of all ages form special bonds with their key person. Children demonstrate friendly behaviour and make exceptionally good relationships with other children.
- The manager focuses highly on staff's professional development. She supports them extremely well through continuous supervision and monitoring. Staff training is closely linked to supervision targets, and staff disseminate new training information to other members of staff. Subsequently, the teaching is of an extremely high level.
- Staff are highly responsive to children's needs. They have an excellent understanding of how children learn and use accurate observations of children to plan their future learning.
- The manager monitors groups of children's progress regularly and quickly identifies where some children may need additional help. These excellent overviews of the progress children make mean that staff can quickly implement plans so that no child falls behind in their learning.
- Children develop skills that prepare them for their future exceptionally well. For example, they learn to be independent, show high levels of imagination and are keen and enthusiastic to explore and find out new things.
- Children have an abundance of fresh air and exercise in the extremely well-resourced garden. They learn to respect others and develops superb social skills.

## What the setting needs to do to improve further

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

- continue to explore ways to gather information about children's prior learning from all parents, to help further strengthen the already good assessments completed by staff when children enter the setting.

### Inspection activities

- The inspector undertook a joint observation with the manager and discussed children's development.
- The inspector reviewed children's development records, a selection of the nursery policies, children's records and evidence of suitability.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector spoke to parents and took their views into consideration.
- The inspector toured the premises and viewed resources with the manager.

**Inspector**  
Ingrid Howell

## Inspection findings

### Effectiveness of leadership and management is outstanding

Safeguarding is effective. Staff are extremely knowledgeable about safeguarding legislation. They work highly effectively with other professionals and know exactly what to do if they have any concerns about a child's welfare. They are dedicated to improving the outcomes for all children and use highly effective systems to help identify areas for improvement. For example, following self-evaluation, they have adapted the classroom to ensure it is stimulating and varied so that children of all ages have a range of activities to motivate them to explore and learn. Partnerships with parents are outstanding. Feedback from parents is very positive. They report that they are kept fully informed of their children's achievements during daily feedback, and progress is shared at regular intervals with their key person. That said, opportunities for all parents to contribute to their child's assessments on entry to the setting are still ongoing. Leaders place a high priority on providing inclusive teaching. They ensure staff who are responsible for supporting children who need additional help are highly knowledgeable and skilled. As a result, children make superb progress in their learning and development in relation their starting points and capabilities.

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

Staff place an extremely sharp focus on developing children's understanding of the world in which they live. They are excellent educators and skilled in enabling children to learn. They expertly expand and develop activities according to children's interests. For example, they use children's interest in dinosaur teeth to fire discussions that help children learn about the differences between a herbivore and a carnivore. Children show high levels of engagement as they identify and categorise the dinosaurs that eat meat and those who eat plants. Children show high levels of interest in activities and are inquisitive to learn new skills. For example, they study pictures of volcanoes in books and use words, such as lava and erupt to describe a volcano. Staff extend children's knowledge even further. For instance, they provide a model volcano, red paint, bicarbonate of soda and vinegar to enable children to create their own erupting volcanoes. Children show considerable interest as they investigate what happens when the ingredients are mixed together.

### Personal development, behaviour and welfare are outstanding

Staff are extremely good role models and teach children how to share. Children demonstrate exceptionally positive behaviour and have high levels of respect for others. They solve problems by negotiating and finding compromise. For example, when two children play with marbles and one has more than the other, they negotiate and share the marbles so that they both have the same. Children have a strong awareness of following hygiene practices, including the need to wash their hands before eating.

### Outcomes for children are outstanding

Children are extremely confident, motivated and have tremendous fun as they learn. They cooperate exceptionally well with others during play and develop valuable skills needed for moving to school. By the time they go to school, most children can recognise and write their own names and can confidently count to 20.

## Setting details

<b>Unique reference number</b>	EY334579
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10060700
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	30
<b>Name of registered person</b>	XCD Services Limited
<b>Registered person unique reference number</b>	RP535204
<b>Date of previous inspection</b>	16 September 2015
<b>Telephone number</b>	01276 677415

Bright Sparks Montessori School registered in 2006. It is located in Camberley, Surrey and is open Monday to Friday, during term time only. Sessions operate between 8.30am until 3pm or 9.20am until 2.20pm. The setting is in receipt of funding for the provision of free early education to children aged, two, three and four years. In total, seven staff work with the children, six of whom hold relevant early years qualifications between level 3 and level 5.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto: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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

