

# Bright Sparks Pre-School

Child Centre, 2 Sycamore Drive, Swanley BR8 7AY



<b>Inspection date</b>	10 October 2018
Previous inspection date	10 March 2016

<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 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

### The provision is good

- Children are happy and confident in the welcoming environment that staff provide, which is organised well to enable children to follow their interests and lead their own play.
- The manager effectively monitors children's progress and that of different groups of children to close any emerging gaps in their development successfully. For example, she introduced tools and equipment into each area for all the children to explore and enhance their literacy and early writing skills.
- Staff make the most of opportunities to prepare children fully for their next stage in learning or move on to school. For instance, children practise preparing and dressing themselves for physical education sessions and access an early reading scheme to help enhance their early literacy skills.
- Partnerships with parents are strong. Staff use various ways to engage and involve parents effectively in the nursery and in their children's learning. Parents appreciate the good-quality care that their children receive.
- All children make good progress in their learning from their starting points.

### It is not yet outstanding because:

- Partnerships with other settings that children attend are not fully effective to support consistency in children's learning even further.
- At times, staff do not consistently support all children who speak English as an additional language effectively.

## What the setting needs to do to improve further

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

- explore further ways of working with other providers to improve the consistency in the children's learning
- extend the good opportunities to help and support all children who speak English as an additional language even more.

### Inspection activities

- The inspector observed the quality of teaching and children's activities, and held discussions about children's progress and learning.
- The inspector held conversations with the manager, staff and children throughout the inspection.
- The inspector checked evidence of staff suitability checks and their qualifications, and sampled relevant policies and procedures.
- The inspector took the views of the parents into account during the inspection.
- The inspector observed staff's planning documentation and the children's assessment records.

### Inspector

Kimberley Luckham

## Inspection findings

### Effectiveness of leadership and management is good

The manager accurately evaluates the quality of the pre-school. She includes the views of parents and children to help her identify areas for further improvement. For example, the outdoor play environment has been enhanced to extend opportunities for children to explore and follow their own interests. Safeguarding is effective. All staff keep their safeguarding knowledge up to date and are fully aware of the procedures to follow. The manager continually monitors staff suitability and helps improve the quality of staff practice. For example, she organises relevant training and individual support to keep staff knowledge and understanding current and to help them keep children safe. Staff follow robust procedures to document concerns and events, and effectively assess risks within the setting to keep children safe.

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

Staff assess individual children's progress in their development well and effectively plan for their next steps in learning. They include information from parents about children's interests and skilfully use a wide range of resources to engage children at all times during the day. For instance, children enthusiastically explore the garden's 'tool station', appropriately supervised by staff. Staff effectively challenge the children to use their thinking skills and consider, for example, the names of the different tools and what they might be used for. Staff give clear explanations to enhance children's learning. For instance, they explain how tools, such as the magnetic screwdriver work and teach children about the properties of a magnet. Staff teach mathematics well. They effectively challenge children to solve problems, compare sizes and count objects within their play experiences.

### Personal development, behaviour and welfare are good

Staff make the most of opportunities to enhance children's independence skills. Children enjoy preparing and serving their own healthy snack, as well as cutting their own fruit. Staff build on children's confidence and sense of belonging well. For example, they constantly praise children for their achievements. All children are encouraged to be polite and have a good understanding of sharing and taking turns.

### Outcomes for children are good

Children develop a good understanding of diversity beyond their immediate family. They enjoy exploring the environment, which includes positive cultural images and role-play resources. Children participate in celebrations of different festivals from around the world and learn about the differences and similarities between one another. Children play and explore cooperatively together. They use their imagination well, confidently share views and negotiate their play ideas.

## Setting details

<b>Unique reference number</b>	127047
<b>Local authority</b>	Kent
<b>Inspection number</b>	10063863
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Bright Sparks Pre School Committee
<b>Registered person unique reference number</b>	RP524251
<b>Date of previous inspection</b>	10 March 2016
<b>Telephone number</b>	07711814900

Bright Sparks Pre-School registered in 1995 and operates a breakfast club, pre-school and after-school club. The pre-school operates for 35 weeks each year and is open from 9am to 3pm Monday, Thursday and Friday, and 9am to midday Tuesday and Wednesday during term time. The pre-school employs 10 members of staff, seven of whom hold relevant early years qualifications, of these the supervisor and manager are qualified to foundation degree level. The pre-school receives funding to provide free early education for children aged two, three and four years.

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