

Bright Sparks Child Care



Elizabeth Drive, Airedale, Castleford, West Yorkshire WF10 3RW

Inspection date	15 April 2019
Previous inspection date	8 July 2016

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- Staff are involved in regular team meetings and supervisions. They attend numerous training courses to develop their professional capabilities. For example, staff have recently attended training about how to incorporate mathematical skills in play. This has resulted in children's mathematical development being supported particularly well.
- Staff provide children with enjoyable and interesting activities, which contribute towards their good levels of concentration. This supports children to make good progress in their learning and development.
- Strong procedures are implemented to support children who speak English as an additional language. For example, staff obtain some key words from parents in their home language to help them to communicate with children. They support children to explore festivals that the families celebrate, to promote all children's understanding of diversity.
- Robust recruitment arrangements are followed, including an induction programme and a probationary period. This helps to ensure staff are suitable and that children are safe. Staff feel very well supported in their role.
- Management are proactive in recognising strengths and identifying areas for development. For example, since the last inspection, they have made significant changes to the layout of the nursery to better support the needs of all children.
- Staff have not yet established highly effective partnerships with other early years settings that children attend to help increase the support for their future learning.
- Staff do not always focus their observations and assessments sharply enough to plan precisely for children's next steps in learning to promote rapid progress.

What the setting needs to do to improve further

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

- improve links with other providers for children who attend more than one setting, so that these children fully benefit from a shared approach to supporting their continued good progress
- maximise the use of observations and assessments so that planning for children's next steps in learning is extremely sharply focused.

Inspection activities

- The inspectors spoke with staff and children during the inspection. One of the inspectors completed a joint observation with the learning and development coordinator.
- The inspectors sampled children's observations, development folders and planning.
- The inspectors spoke to parents during the inspection and took account of their verbal and written views.
- The inspectors viewed all areas of the premises used by children. They observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspectors viewed documentation, for example first-aid certificates, public liability insurance, policies and procedures and the suitability checks of staff. A meeting was held with the nursery senior managers.

Inspectors

Kerry Holder
Susie Prince

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff are deployed well and they understand their responsibilities to protect children from harm. There is a clear drive for continuous improvement and the dedicated leaders of the nursery are committed to offering a good-quality provision. The nursery is managed well with the full support of a dedicated staff team, who work closely together. A positive approach to parent partnership helps to ensure that parents are well engaged in their children's ongoing learning. For example, regular opportunities are provided for parents to discuss their child's progress at parents' evenings and through daily verbal feedback. Staff prepare children well for their future transitions. Additional funding is used productively to gain equipment that supports children's unique needs.

Quality of teaching, learning and assessment is good

Staff have a good understanding about how children learn and develop through their play. They recognise when opportunities arise to enhance children's knowledge, particularly in their interests. For example, staff talk to older children about volcanoes and lava. Young children excitedly take part in a singing activity. As they do so, they boldly use familiar sign language and staff demonstrate actions to support their early communication and physical skills. Children enjoy searching for toy bugs in the sand tray and practise their counting. These skills help to prepare children for their future move to school. Overall, there is effective tracking of children's progress to enable staff to quickly identify any gaps in children's learning.

Personal development, behaviour and welfare are good

Staff create a wonderful environment that is highly stimulating, welcoming and safe. Children explore an impressive range of open-ended resources indoors and outdoors. Opportunities to promote children's physical play are very good. Children choose to spend time outside where they freely explore. Staff help children to develop good independence skills. For example, older children are encouraged to help prepare their own snack. Children behave well and are learning to share and take turns. They receive good support to understand the routines and boundaries, to promote their sense of security and emotional well-being.

Outcomes for children are good

All children, including those who speak English as an additional language and those who have special educational needs and/or disabilities, make good progress in their learning and development. Children develop positive attitudes towards taking part in learning experiences. For example, older children play a game of 'I spy' and find objects that start with a specific letter. Children role play with real china cups and handle them with great care. They use their imagination and excitedly mix the imaginary tea with spoons. Children are enthusiastic and motivated learners who acquire skills and develop confidence, in preparation for starting school.

Setting details

Unique reference number	EY478276
Local authority	Wakefield
Inspection number	10076027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	152
Number of children on roll	187
Name of registered person	Bright Sparks Child Care Partnership
Registered person unique reference number	RP907795
Date of previous inspection	8 July 2016
Telephone number	01977 513107

Bright Sparks Child Care registered in 2014 and is one of two nurseries managed by Bright Sparks Childcare Partnership. The nursery employs 33 members of childcare staff. Of these, 26 hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday all year round, except for two weeks at Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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