

Inspection of Bright Sparks at Stanbridge

Stanbridge Primary School, Stanbridge Road, Bristol BS16 6AL

Inspection date: 11 September 2019

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a safe, well-resourced learning environment which enables children to freely select items and instigate their own play. Overall, this supports children's all-round learning and emotional well-being. Children throughout the pre-school are happy and settled.

Children's behaviour and attitudes are good. They behave well and enjoy a range of experiences that develop their independence and cooperation. For example, older children are patient with younger children who are learning to use a sand timer to take turns on a rope swing.

Children have positive attitudes to learning. They like trying new activities, such as building a castle out of wooden bricks and then attempting to copy it with interlocking plastic bricks. Children are prepared to stick at tasks they have chosen for themselves. For instance, a group of children explored different ways to prop up a drain pipe so they could roll cars down it to see which car was the fastest.

Leaders and managers are supporting new and existing staff during a time of change. However, their monitoring and coaching of staff are not effective in ensuring good learning outcomes for all children. Although some staff interactions with children extend children's learning and interests, not all activities have sufficient level of challenge, particularly to support early communication and language, mathematics and literacy development. Staff have a sound knowledge of how children learn and make regular observations of children as they play, often noticing their interests. However, this information is not consistently used to plan for each child's next steps in learning. Additionally, not enough information is gained from parents to accurately identify children's starting points on entry, to help staff plan effectively from the outset. Consequently, expectations are not always high enough, particularly for the most able children.

What does the early years setting do well and what does it need to do better?

- Leaders and staff have developed strong links with external professionals and the local authority, which creates a shared approach to children's well-being and learning. For instance, following training for staff working with two-year-olds, staff improved the layout of the room to enable children to access resources easily and make choices in their play, to encourage independence skills. However, although the provider has begun to implement a more consistent programme of professional development for staff to raise the standard of teaching, this is not yet effective.
- Staff do not consistently engage adequately with children as they play. For example, some staff do not consistently build on older children's mathematical

and literacy skills or younger children's language development, for example how to pronounce words correctly. Additionally, children who are well motivated and join in activities are not always identified or given sufficient challenge to extend their learning to higher levels. For example, staff cut wool for children learning to use scissors instead of encouraging them to do it themselves.

- Relationships between children and staff are strong. Parents speak highly of leaders and staff and of the support they provide to families. Staff have a good knowledge of children's individual care needs and family circumstances. For instance, they work well with parents to ensure children are settled and self-assured. However, staff are inconsistent in gaining sufficient information about children's skills and abilities on entry to help target initial next steps for their development, to help them make as much progress as they can.
- Staff are kind, caring and positive role models for children. For example, younger children's acts of kindness are always acknowledged by staff and they help children learn the importance of good manners and taking turns. This helps to support children's understanding of what is good behaviour.
- Staff suitably promote healthy practices. They provide fresh fruit, water and milk for snacks and teach children to wash their hands before eating. The programme for children's physical development is good. Staff ensure children spend lots of time in the fresh air; for instance, children enjoy high-energy games and learn to manoeuvre ride-on toys.
- Staff supervise children well and conduct thorough risk assessments of the premises to help keep them safe. For example, leaders have reviewed security on entry to ensure the safety of children and improved the way accidents and injuries are recorded.

Safeguarding

The arrangements for safeguarding are effective.

The welfare of children is a priority for the provider, management and team. They participate in regular child protection training and maintain effective links with the local authority to protect children's welfare. Staff know what to do if they have a concern about a child. Leaders have a good understanding of recruitment procedures and notification requirements. They check staff's ongoing suitability to work with children and monitor this regularly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

improve the effectiveness of support and coaching for all staff to identify training needs and raise teaching standards to a consistently good level, with particular regard to children's communication and language and early mathematics and literacy skills	25/11/2019
take more consideration of children's individual next steps of development and use this information to plan more challenging and enjoyable experiences in all areas of learning and development.	25/11/2019

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

- gain more information from parents about their child's skills and abilities on entry, to aid the assessment and planning process.

Setting details

Unique reference number	EY481515
Local authority	South Gloucestershire
Inspection number	10076268
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	30
Number of children on roll	49
Name of registered person	Bright Sparks Pre School Ltd
Registered person unique reference number	RP530490
Telephone number	01179 575152
Date of previous inspection	11 July 2016

Information about this early years setting

Bright Sparks at Stanbridge is one of three pre-schools run by a limited company. It opened in 2014 and operates from the grounds of Stanbridge Primary School, Bristol. The pre-school is open on Monday, Wednesday, Thursday and Friday from 9am to 3pm, and on Tuesday 9am to 12pm, during term time only. There are 10 members of staff, nine of whom hold an early years qualification at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Jan Harvey

Inspection activities

- The inspector observed staff interactions with children and the impact these have on children's learning.
- The inspector held discussions with the provider and two senior managers about how they identify improvements, monitor the quality of practice and support the staff team. She spoke to staff, children and parents and took account of their views.
- The inspector and the deputy manager completed a learning walk across all areas of the pre-school to understand how the early years provision and the curriculum are organised.
- The inspector carried out several joint observations with the deputy manager and discussed the findings with her.
- The inspector sampled a range of documentation, such as records of children's learning and progress, safeguarding and complaint policies, and suitability checks.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

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.

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/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019