

# Inspection of Bright Sparks West Horndon

East And West Horndon Village Hall, Thorndon Avenue, West Horndon, Brentwood  
CM13 3TP

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Inspection date: 12 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and enjoy their play and learning. They settle well and develop a strong sense of belonging as they rush to find their name to register their attendance. Children know the staff well and are eager to go to them for cuddles. They develop strong bonds with their key persons and this helps them to feel safe and secure.

Children develop excellent social skills and make friends with their peers. They enjoy looking at their photographs as they sit together on a 'friendship bench' and look at their 'special books' together. Children have lots of fun; they grow in confidence and self-assurance. They have free choice of an excellent range of interesting and exciting activities inside and in the garden.

Children learn skills that help them to become extremely independent. They put on and fasten their own coats. They hang their coats on pegs and recognise their names. Children behave exceptionally well in the pre-school. Staff gently encourage them to share and wait for their turn. They teach them to be kind to each other as they model positive behaviour. Managers expect that there is a high degree of consistency and staff ensure that children understand the pre-school rules and boundaries.

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

- Staff are extremely dedicated to providing a secure environment where children can play and learn in safety. They are conscientious and meticulous in their procedures for protecting children in public areas within the premises. They have rigorous systems for monitoring children as they move around the building.
- Staff gather information from parents to provide a starting point for their children's learning. They know the children well and understand what they need to learn next. Staff make accurate assessments of children's progress and are swift to identify and address any gaps in their learning. Staff focus on children's interests to plan activities that excite them and motivate them to learn more.
- Partnerships with parents are strong. Staff invite parents into the setting to participate in children's activities. They discuss children's ongoing development with their parents regularly. Staff provide workshops to help parents to understand various aspects of their children's development and learning.
- Children choose from a selection of adult-led activities at the end of each session. They learn yoga positions and practise mindfulness techniques to help them relax. Children begin to strengthen their fingers as they manipulate dough to music. This helps children to develop good pencil control in readiness for early writing. Staff use signing to support children who experience delays in their communication and language development.

- Staff organise practical activities where children can experiment with raw materials. For example, children make biscuits to celebrate St Valentine's Day. They learn about the ingredients as they read the stages of the recipe. They pour, mix and stir, taking turns and working as a team. Staff are highly skilled in their teaching methods as they introduce mathematical concepts and vocabulary to enhance children's numeracy and literacy skills.
- Children choose how long they should remain at an activity. This encourages children to make decisions and think for themselves. However, staff do not always encourage children to sit still, listen and concentrate for a time, which are skills they will need when making transitions to other settings and school.
- Children learn about the benefits of healthy eating and exercise. They have free access to outdoor play and can choose when they want to eat snacks. Staff are vigilant in their supervision of children, particularly when they are eating or playing outdoors. Staff support children to practise their physical skills outside. However, they have identified that children do not have extensive opportunities to explore the natural environment to stimulate their curiosity and wonder of the world.
- Managers support staff to reflect on their practice. Managers and staff carry out peer observations which help them to evaluate the practice of others. Managers supervise staff well. They ensure that staff have access to appropriate training to further their continuous professional development.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of safeguarding and child protection. They undertake regular training. Managers question staff often to ensure they fully understand how to identify if a child is at risk of harm. Managers ensure that all staff understand the procedures to follow for recording and reporting concerns. Staff are confident to speak about safeguarding matters and know the signs and symptoms of abuse. Managers check the suitability of staff regularly to keep children safe.

## **What does the setting need to do to improve?**

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

- increase the focus on developing older children's listening and attention skills and concentration to help prepare them well for the next stage in their learning and school
- broaden children's experience of the natural environment and provide opportunities for them to explore and investigate nature more fully to capture their curiosity and develop their understanding of the world further.

## Setting details

<b>Unique reference number</b>	EY552077
<b>Local authority</b>	Essex
<b>Inspection number</b>	10143469
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Wishing Wells Day Care Ltd
<b>Registered person unique reference number</b>	RP534400
<b>Telephone number</b>	07483843248
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bright Sparks West Horndon registered in 2017. The pre-school operates on Monday, Tuesday and Friday from 9am until 1pm and on Wednesday and Thursday from 9am until 3.30pm, during school term times. There are eight members of childcare staff, four of whom hold relevant early years qualifications at level 3 and one at level 2. The provider holds early years professional status and the deputy manager holds qualified teacher status. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Forbes

## Inspection activities

- The inspector viewed all areas of the pre-school and discussed the educational programme with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager and provider. She also spoke to staff and children.
- The inspector took account of the views of parents by speaking with some of them during the inspection and looked at relevant documentation.

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.

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