

Inspection of Bright Sparks Nursery

Back Main Street, Crawcrook, Ryton, Tyne and Wear NE40 4TZ

Inspection date: 5 March 2020

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children happily enter the setting and are excited to participate in the activities on offer. They practise their early literacy skills as they identify their names and register themselves into the setting. There is a well-established key-person system which means that the children develop strong relationships with a dedicated member of staff. Children demonstrate that they feel happy, safe and secure. They behave extremely well as they play alongside each other, sharing resources and taking turns. Children use a variety of materials to play creatively. For example, they use rolling pins and moulds to roll and shape dough and make cakes for their friends. Furthermore, children design and create their own books. Staff support children to cut and fold their paper to form the pages. Children develop excellent social skills. Staff help them to think about how their actions might make others feel. For example, staff gently remind children to use kind words and they model positive behaviour. Children learn skills that help them to become incredibly independent. Young children learn to put on their own coats and hang them on their pegs. They independently access the toilet and wash their hands. Staff have recently introduced a song to help with handwashing. Children happily sing as they wash their hands before snack. Staff promote children's confidence and self-esteem through praise and encouragement for their efforts.

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

- Overall, the quality of teaching is good. The well-qualified staff have a secure understanding of how young children learn. They plan exciting activities in a safe environment. For instance, children have fun experimenting with shaving foam and water. However, staff do not consistently extend the levels of challenge provided for children, to maximise their learning even further.
- Staff provide children with a rich set of experiences that promote an excellent understanding of the wider world. For example, children visit the local care home and library and go for walks in the village. Staff introduce children to a variety of cultural experiences. Children taste new foods and try on traditional clothing from around the world. They excitedly taste seaweed and ask for more. This helps children to understand people and communities beyond their own.
- Partnership working is effective. Children with special educational needs and/or disabilities are supported well. Staff have established effective partnership working with other professionals, such as local authority workers and schools. They share a wealth of information, which helps to provide a consistent approach to children's care and learning.
- Staff teach children how to stay safe and manage appropriate risks. One example of this is when they talk about crossing the roads during outings and discuss how to carry scissors safely. Children have excellent attitudes to learning. They are keen to have a go and understand when to take risks and

when to stand back. They challenge themselves and are thrilled by their efforts as they attempt to slide down a pole. Staff explain to children where to place their hands and feet, and children persevere until they get things right.

- Staff plan a range of activities that encourage physical development. For instance, children develop their manipulative skills as they draw with chalks, pick up pasta with tweezers and use scissors. They develop their large muscles as they ride bicycles, climb and run in the well-equipped outdoor area.
- Children learn about the benefits of healthy eating and exercise. Staff give clear and consistent messages to children that support nutritious choices around food. For example, staff use monkey puppets to discuss what foods are healthy. Children tell the puppets that fizzy drinks and chocolate are not good for them.
- Partnerships with parents are strong. Parents are kept well informed about daily activities. Staff share information with parents about how they can support children's ongoing learning at home. As a result, children are making good progress from their starting points. Parents say they are impressed with the range of activities and they feel included in their child's learning.
- Members of the leadership team work well with the staff to evaluate the effectiveness of the setting. They have regular meetings and identify areas for further improvement. For example, they recently recognised that assessments are lengthy and have made changes to their assessment processes.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers are very knowledgeable about safeguarding. All staff regularly attend training to help keep their knowledge up to date. The manager carries out robust recruitment procedures to ensure that all staff working with children are suitable. Staff complete regular checks on the indoor and outdoor environment to help them to identify and eliminate any risks. They have a good knowledge of possible signs that a child is at risk of harm and of how to report concerns. Furthermore, they understand wider safeguarding issues, such as county lines and the 'Prevent' duty.

What does the setting need to do to improve?

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

- focus more closely on the opportunities available within activities to challenge and extend children's learning even further.

Setting details

Unique reference number	EY448332
Local authority	Gateshead
Inspection number	10117734
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	25
Name of registered person	Bright Sparks Nursery Partnership
Registered person unique reference number	RP520727
Telephone number	0191 413 1485
Date of previous inspection	26 February 2013

Information about this early years setting

Bright Sparks Nursery registered in 2012 and is situated in Crawcrook, Tyne and Wear. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above, including two with early years professional status or qualified teacher status. The nursery opens Monday to Friday during term time only. Sessions are from 9am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Campbell

Inspection activities

- The inspector spoke to parents during the inspection and took account of their views through written feedback.
- A joint observation was carried out and evaluated by the inspector and the nursery manager.
- The inspector held a meeting with the nursery manager. They looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The manager carried out a learning walk with the inspector. They discussed the learning environment and how the curriculum is organised.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

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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