

Inspection of Bright Sparks Pre-School And Out Of School Club Limited

Andrews Lane Primary School, Andrews Lane, Cheshunt, Waltham Cross,
Hertfordshire EN7 6LB

Inspection date: 28 June 2021

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children lead their own learning as part of free-flow play, moving around the pre-school with confidence and ease. They show a sense of belonging, as they choose where and what they would like to play with next. Children appear safe, secure and happy in the pre-school environment. They play well on their own and, at times, seek out others to join in their games. For example, in the garden they have fun pretending to be pirates in the large wooden ship. Children are extremely eager to add their own elaborate storylines to this imaginary game.

Children show good levels of independence and problem-solving skills. They persevere as they successfully work out how to wriggle and push their arm through part of their coat sleeve, which is inside out. Children enjoy craft activities, they show good concentration and creativity as they sit for extended periods of time to make their unique creations. They are happy to share resources, such as glue and glitter with their peers. Children talk warmly with friends and staff about what they are doing and their family. Young children enjoy physical challenge, skilfully working out how to move across the climbing wall without falling off. They also make their way along a beam holding on tight as they edge towards the other side. Children show enormous pride when they notice adults watching their achievement.

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

- The provider has not fully considered her responsibility under the Data Protection Act. As a result, some personal information about children and staff is not kept as secure as possible.
- Children make good progress in their learning. However, the current planning system is not always evaluated effectively. This does not ensure that children's individual experiences are consistently developed over time.
- Staff interaction with children is good. They are deployed well around the setting to supervise and give support to children when needed. Children's communication and language skills are supported effectively. For example, staff speak very clearly to the children and get down to their eye-level, to make certain they can see and hear them.
- Children are supported by staff as they have fun experimenting with water. They place a plastic boat at the top of a wooden slope and then pour water over it to see what happens. The children squeal with delight as they watch the boat slide to the bottom of the slope.
- Staff have appropriately high expectations for children's behaviour. Young children are supported by staff to learn how to share and take turns. Older children are beginning to understand how to resolve their disputes independently.

- The level of privacy given to children during personal care routines is good. Older children recognise and respond to their own physical needs, such as taking themselves to the toilet and washing their hands afterwards. Staff work closely with parents to support children who are toilet training.
- The provider carries out regular supervision meetings with her staff. She also works alongside them and is able to observe ongoing practice. This information helps her to make decisions about any training that is needed. Staff report that they feel supported by the provider and can talk to her about anything. They also say the provider is always asking if they are okay.
- Partnerships with parents and other professionals is good. Parents talk about how staff provide them with regular information about their child that helps them support learning at home. They know who their child's key person is and describe the pre-school as 'amazing', and 'brilliant'. Parents think that the staff are 'lovely'.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete regular child protection training that helps them to identify when a child may be at risk of harm. The provider is the pre-school's designated safeguarding lead and is able to provide support and advice to her staff when needed. The provider and her staff are also aware of wider safeguarding issues, such as signs that children are forming extreme opinions and ideas. The provider regularly checks that her staffs' understanding of child protection is up to date as part of staff meetings and occasional quizzes.

What does the setting need to do to improve?

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

	Due date
ensure that confidential information and records about staff and children are held securely and only accessible to those who have a right or professional need to see them.	16/07/2021

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

- enhance systems to ensure that children's experiences build on their knowledge over time and evaluate the impact of this on their learning.

Setting details

Unique reference number	2503594
Local authority	Hertfordshire
Inspection number	10191423
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	43
Name of registered person	Bright Sparks Pre-School And Out Of School Club Limited
Registered person unique reference number	2503593
Telephone number	07904810985
Date of previous inspection	Not applicable

Information about this early years setting

Bright Sparks Pre-School And Out Of School Club Limited registered in 2018 and is situated in the grounds of Andrews Lane Primary School. The pre-school and out-of-school club employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, during school term times. Opening times are from 8.45am until 3pm, children attend a variety of sessions. The out-of-school club opening times are from 3pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Cozzi

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the providers and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together. They observed activities in both the indoor and outdoor learning environments used by children.
- A focused activity was observed by the inspector and was evaluated with the provider.
- The inspector spoke with the provider, staff and children at appropriate times during the inspection.
- Records were looked at by the inspector along with a range of other documentation, including policies and procedures.
- Evidence of staff qualifications and the suitability of all those working in the setting was checked by the Inspector.
- The inspector spoke to parents at inspection and took account of their views.

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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