

Inspection of Bright Sparks Nursery

St Peters Church Hall, Stoke Park Drive, IPSWICH, Suffolk IP2 9TH

Inspection date: 24 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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

Children enjoy their time in the setting. They choose what they want to do from the varied range of activities on offer. However, staff interactions with children are not always of a good quality. For example, some children play alone for extended periods of time and staff do not engage with them or extend their play and learning. Although some children have a good vocabulary, often staff do not recognise opportunities to promote children's developing speech and language skills. The provider does not monitor teaching well enough or how additional funding is used to support individual children's development.

Children play happily alongside other children. However, they are not learning well enough how to build friendships with each other or modify their behaviour. Staff do not help children to understand how to manage their own behaviour. Despite this, overall, children are happy and settled. They build good relationships with staff and enjoy a cuddle. Children, mostly, come into the setting happily. Those children who do not separate readily from their carer are supported sensitively by staff. Staff manage children's care needs well, supporting children's emotional security. For example, when it is time for a child to have their nappy changed, staff ask the children if it is okay for them to come and be changed.

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

- Staff know where children are in their learning and plan a curriculum based around children's needs. However, the quality of education is not good enough to ensure that children benefit from meaningful learning and make good progress. Staff do not ensure that they include all children in activities. This does not help children to engage in activities, build on what they already know or make the best progress that they are capable of.
- Staff do not always ensure that their own speaking and listening helps children to develop their own language and vocabulary. Although some verbal interactions are good, staff often do not engage children well enough in conversation or build on what children are saying. Sometimes, children are not given the opportunity to contribute during group discussions. Despite this, children do enjoy their interactions with staff. They enjoy snuggling up with staff on the sofa to look at books together.
- Children develop a strong sense of belonging in the setting. Staff implement consistent routines. Children know what happens next at any point in the day. For example, they know to wash their hands before sitting at the table for their snack. Children are becoming independent. They are encouraged to manage their own coats and put on boots before going outdoors as part of getting them ready for the next stage in their learning, such as moving on to school. Children enjoy playing outdoors.

- Staff do praise children's individual efforts at times. However, they do not consistently help children to manage their own feelings and behaviours. Staff do not explain to children why certain behaviours are not desirable. This does not help children develop understanding of the impact of their behaviour on others.
- The member of staff responsible for coordinating support for children with special educational needs and/or disabilities is knowledgeable about her role. This helps to ensure that children receive help from outside agencies, where needed.
- The provider does not ensure that the early years pupil premium funding is used for the sole benefit of the child. For example, recent money was used to purchase several puddle suits for outdoor play, rather than focusing on the recipient's specific learning needs.
- There is a regular programme of supervision for staff to support their well-being and ensure that their workloads are manageable. Staff are able to complete training in subjects that interest them. However, the provider does not monitor staff's teaching practice well enough to identify where improvement is needed.
- Partnerships with parents are friendly and trusting. Parents describe staff as 'friendly' and 'caring'. They are kept informed about their children's day and learning, through electronic communication and verbal discussions.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to protect the welfare of children. They are aware of the indicators of abuse and are alert to issues in children's home lives that might affect their well-being. Staff know how to report concerns. There are designated leads for safeguarding, who take overall responsibility for ensuring that concerns are managed in an appropriate and timely way. The provider uses effective recruitment and selection procedures, to help ensure that those working with children are suitable for their role. Staff are aware of the whistle-blowing policy and would follow this if they had concerns about a colleague.

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 staff skills and teaching to ensure that children receive consistently good quality learning experiences	31/01/2022

help staff to recognise and use opportunities to support children's developing communication and language skills and build on what they know	31/01/2022
ensure that staff consider the individual needs, interests, and development of each child in their care, specifically in relation to children who receive extra funding	31/12/2021
identify and provide support to manage weaknesses in staff practice.	31/01/2022

Setting details

Unique reference number	251675
Local authority	Suffolk
Inspection number	10207356
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	35
Number of children on roll	45
Name of registered person	Bright Sparks Nursery (St. Peter's Church, Ipswich) Committee
Registered person unique reference number	RP523316
Telephone number	01473 602270
Date of previous inspection	29 November 2017

Information about this early years setting

Bright Sparks Nursery registered in 1984. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 and one is qualified at level 6. The setting opens from 8.30am to 4pm, Monday to Friday during school term time. Children attend for a variety of sessions. The setting receives funding to provide free early education for two, three- and four-year-old children.

Information about this inspection

Inspector

Jacqui Mason

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the manager.
- The inspector held a meeting with the provider and manager and also discussed self-evaluation.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children spoke to the inspector during the inspection.

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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