

Inspection of Bright Sparks Pre-School

Child Centre, 2 Sycamore Drive, Swanley BR8 7AY

Inspection date:

9 December 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

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

Although children take part in a broad range of activities, these are not always planned as well as possible to reflect their individual learning needs. Despite this, children enjoy their time at the pre-school and benefit from the warm, caring interaction of staff. Most children chat confidently, using their emerging language to share their views. Children who are confident and eager to engage with staff receive a lot of attention and high-quality interactions. However, quieter children are sometimes not included well in activities or discussions.

Children behave very well and understand the routines of the day. For example, they enjoy responsibilities such as clearing away their plates and cups after snacks. Children have fun as they play with their friends. Many of the older children show a great interest in looking at books. They engage enthusiastically as they sit with staff, listening to very well-read stories. In addition, they frequently choose to sit with friends, selecting a familiar book and using wonderful storytelling languages and voices to retell familiar stories.

Children benefit from lots of opportunities to engage in physical activities in the outdoor play area. They also move with good coordination and control as they excitedly join in music and movement sessions.

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

- The manager and staff work very well as a team, creating a warm, positive atmosphere throughout the pre-school. Although they are highly motivated to offer the best possible experiences to children, staff are struggling to embed new systems for planning. They fully consider children's interests when deciding what resources to set out but do not have a clear intention for children's learning. This means that, while children enjoy the activities on offer, they do not benefit from teaching that is carefully targeted to reflect their individual learning needs.
- Overall, staff know the children well. There are strong and effective arrangements to coordinate the support for children with special educational needs and/or disabilities. The special educational needs coordinator has a good oversight of each child's individual circumstances and works closely with parents and other professionals. However, information provided by parents about some children's heritage, and the languages spoken in their home, is not always known by their key person. This means that staff are unable to build fully on the experiences of these children to promote their self-identity.
- All staff are responsive when a child approaches them for attention, but some are less successful at engaging with quieter, less-confident children. Throughout the pre-school, there is a lot of talking, and staff are frequently engaged in lively

and interesting conversations with children. However, they are not always effective at including the quietest children in these discussions. Similarly, there are times when quiet children playing alone outdoors do not receive very much adult attention. This is due, in part, to difficulties staff encounter supervising the very large outdoor area. As there are so many different activities taking place across the space, it is difficult for staff to interact with the children, as they are watching to ensure they are playing safely.

- There is a good range of resources that successfully capture children's interest. For example, children make very good use of the cosy book area to relax or practise their reading. The outdoor tool shed is also extremely popular, providing children with opportunities to use real tools and to learn about safety.
- Children play and learn in a clean, well-maintained environment. Staff promote children's health well. For example, they provide nutritious snacks and drinks. Children learn the importance of following good personal hygiene routines and receive good support to become independent in their toileting. In addition, staff provide activities to promote children's oral health.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team understand their responsibilities to protect children. They are trained to identify the potential signs that a child is at risk, including the risks arising from exposure to extreme views and beliefs. Staff know how to contact the relevant professionals if they have any concerns about a child's welfare. Improvements have recently been made to the procedures for responding to allegations against staff. Staff help children to understand how to keep themselves safe and are vigilant in their supervision.

What does the setting need to do to improve?

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

- review and improve the planning and delivery of educational programmes to build on what children enjoy, know and can do, to extend their learning
- improve arrangements to engage quieter children in discussions and activities so that they benefit from the same good-quality interactions as the more-confident children
- make better use of information provided by parents to understand children's experiences, including their heritage and languages spoken at home, to support their development and sense of personal identity as fully as possible.

Setting details

Unique reference number	127047
Local authority	Kent
Inspection number	10216769
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 11
Total number of places	30
Number of children on roll	82
Name of registered person	Bright Sparks Pre School Committee
Registered person unique reference number	RP524251
Telephone number	07711814900
Date of previous inspection	10 October 2018

Information about this early years setting

Bright Sparks Pre-School registered in 1995 and operates a breakfast club, pre-school and after-school club. The pre-school operates for 35 weeks each year and is open from 9am to 3pm, Monday, Thursday and Friday, and 9am to midday on Tuesday and Wednesday during term time. The pre-school employs five members of staff. Of these, two hold qualifications at level 5 and three at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years. The breakfast club operates from 7.30am to 9am and the after-school provision runs from 3pm to 6pm each weekday.

Information about this inspection

Inspector
Liz Caluori

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 manager lead the inspector on a tour of the pre-school and outlined the aims behind the curriculum.
- The inspector observed the interaction of staff and children during a range of activities, indoors and out.
- The manager and inspector conducted a joint observation of an activity.
- The inspector spoke with the manager, staff and children at appropriate times during the inspection.
- A range of relevant documentation was scrutinised.

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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