

Inspection of Bright Sparks

Village Hall, Pound Street, Ebbesbourne Wake, SALISBURY, Wiltshire SP5 5JF

Inspection date: 5 April 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children arrive at this setting excited. They want to use new words that they learn in their play and are encouraged to use at home. Children find objects that can float and sink, and construct their own floating boats they have made with their parents. They confidently share their ideas and listen to staff demonstrating different tenses, for example 'sink', 'sunk', 'sinking'. Children grow in confidence and staff encourage them to be independent. Children patiently use sand timers to wait for their turn on equipment. They notice when others are waiting and ask, 'Do you want to have a go?'.

Children enjoy stories and songs which staff read and sing with them. They love to sit on the sofa together, listen carefully and join in with songs and rhymes throughout the day. At snack times, children develop speaking and social skills. Staff have conversations with them and teach them to talk in sentences. Children also enjoy taking responsibility for pouring their own drink and preparing their own food. During the COVID-19 pandemic, leaders reduced the risk of infection to children by carefully modifying activities. They are gradually reintroducing previously established routines, such as children 'buying' their own healthy snack with pretend money.

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

- Staff carefully consider what they want children to learn over time. They provide fun, purposeful activities that encourage children to use words to describe what they can see and feel. Staff are knowledgeable about the sounds that make up words and draw children's attention to these. In their own play, children say sounds that they hear in their own names. Older children make meaningful marks with brushes and pencils to represent letters as they build the early skills needed to read and write.
- All staff share their love of books with children and tell stories that engage them. Leaders provide a wide range of books. They have considered how rhymes, stories and non-fiction texts give children different and more complex language experiences than speaking alone. Staff also use books throughout the environment to extend children's learning. For example, alongside a tank of tadpoles that children observe, they use nature books to help them explain the life cycle of a frog.
- Leaders have designed the environment so that children can explore and practise what they have learned in all areas of learning. This includes mathematics. Children use resources to count, recognise numbers and play games to help build their concept of the value of numbers. Staff skilfully interact with children to promote mathematical vocabulary that will help their future learning.

- Children learn about where they live and about other cultures. They go on walks in the local area and visiting farms. Parents share cultural celebrations and cook international foods for children to try.
- Children behave well. Staff calmly remind them of the rules of the setting. They teach children about the different emotions that they experience and how to manage these. Sometimes, staff intervene too quickly when older children are negotiating taking turns in their play.
- Leaders and staff know children well. They provide a balance of focused learning and playing that meet children's needs. While these activities are structured throughout the day, occasionally, children have to wait too long during changeover times.
- Leaders quickly adapt the setting to meet the needs of children with special educational needs and/or disabilities. They work closely with parents and external agencies to ensure that staff receive specialist training.
- Leaders know the importance of preparing children for their next stage of their learning. They arrange visits with local teachers and help children practise key skills independently that will help them when they start school.
- Parents speak highly of the setting. They consider themselves to be partners with staff to support the development of their child. Parents trust staff and explain how the setting acts on any concerns that they have. They say that their children have learned a lot. Parents state that they have been kept informed so that 'we can continue themes of learning while at home'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know their responsibilities and duty to keep children safe. Staff have a good knowledge of the signs and symptoms of neglect and abuse. They attend training to broaden their understanding of wider safeguarding issues, such as the 'Prevent' duty and female genital mutilation. Leaders make sure that training is shared during team meetings, so staff have a consistent understanding. All staff know the reporting procedures to make safeguarding referrals or report a concern about a colleague if needed. Leaders follow safer recruitment procedures to ensure suitable staff are working with children.

What does the setting need to do to improve?

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

- improve the organisation of changeover times to help children maintain their good behaviour
- give older children time to negotiate taking turns in their play before intervening.

Setting details

Unique reference number	161979
Local authority	Wiltshire
Inspection number	10232705
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	1 to 4
Total number of places	26
Number of children on roll	16
Name of registered person	Bright Sparks Nursery School Partnership
Registered person unique reference number	RP907539
Telephone number	01722 781069
Date of previous inspection	8 November 2016

Information about this early years setting

Bright Sparks registered in 1991. It is privately owned and operates from the village hall in Ebbesbourne Wake, Wiltshire. The nursery opens five days a week during school term time and three days per week during some school holidays. It operates from 8.30am until 5pm for 46 weeks a year. The nursery receives funding to provide free early education for children aged three and four years. There are six members of staff, including the two owners. All staff hold an early years qualification at level 3.

Information about this inspection

Inspector

Jonathan Payne

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 inspector observed leaders and staff interacting with children indoors and outdoors.
- The leaders and the inspector completed a learning walk and discussed the setting early years curriculum.
- The inspector spoke to children about what they are learning.
- The inspector talked with parents, staff and leaders at appropriate times during the inspection and took their views into account.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022