

Inspection of Bright Sparks Day Nursery

21 Louise Road, Birmingham, West Midlands B21 0RY

Inspection date: 21 June 2022

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

What is it like to attend this early years setting?

The provision is outstanding

Children enter the setting enthusiastically with big smiles on their faces. They are exceptionally confident, eager and very motivated in their play and learning. Children demonstrate that they feel safe and secure in an environment that provides nurturing relationships. They forge close friendships, which are based on respect and kindness.

Children access resources that help to guide them in all areas of learning. They interact with new activities consistently and become innovative and avid individual thinkers. They think of their own ideas and use their curiosity to explore. Children show a strong desire to learn. Staff provide an array of materials and resources for children to explore. Children follow their interests, build on their imagination and develop their own ideas. For example, children put play dough into water to see how the texture and colours change. Children use loose natural materials to build pictures of cars and horses.

Children are fluent speakers and possess a good range of vocabulary. They show this through discussions with their friends about an array of topics. Children who speak English as an additional language (EAL) thrive in their communication and language, in both English and their home language. Children learn about different countries, faiths and celebrations. They visit the local mosque, attend Christmas celebrations at their local church and take day trips to the local park for sports day. Families attend the setting for workshops to celebrate their home languages. Therefore, children are confident in their individuality and proud of their home life.

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

- Leadership is exemplary. They create a welcoming, passionate and driven place of work. Leaders have consistent high expectations. They have infinite ideas on how to improve their setting further. They guide a well established and highly reflective team. Staff continually up date their training to further their knowledge and skills. Leaders train their staff to have a secure foundation base and embed this in their practice. The impact of this is an outstanding quality of education for children. Staff are free to explore their own interests and leadership support their passions.
- Children thrive in all areas of learning. Staff have a clear foundation of learning, which helps children make vast progression. Learning takes place in a highly stimulating environment that provides children with a wealth of exciting and stimulating opportunities. Children write their own names, point out print and are beginning to read. They write invitations to their families to invite them to nursery. Older children become independent in their learning and are school ready. Children have a exceptional understanding of being healthy. Younger

children chop their own snack to make a fruit salad. They discuss if the fruit is healthy and how to stay safe using a knife. Older children discuss how the brain moves the body in different ways in preparation for their Sports Day.

- Children thrive in their English and support the children in other languages also. Staff encourage individuality and diversity. Children with EAL thrive and speak fluently. Children are confident about their differences and are proud of new achievements. They are encouraged to have their own opinions and think for themselves.
- Children's respect and behaviour to one another is exemplary. Children behave well consistently across the setting. Staff use effective and swift distractions to engage children and prevent unwanted behaviours. A highly effective key-worker system helps children to respect their rules and boundaries.
- Leadership is passionate in helping the community. They show awe inspiring support to their families' and staff's well-being. They use multi-agency help to support families. They have a strong belief in parent participation in their child's learning and try to involve everyone to create a 'family' rather than a workforce.
- Parent partnerships are awe inspiring. Leadership strive to involve parents in their child's learning. They create a supportive and inclusive community for all families. Staff are quick to aid parents in their home-life, knowing how this can affect a child. Parents comment on the exceptional progress their children make. They cannot speak highly enough of the supportive and nurturing staff. Parents attend the setting to share their family cultures and ways of life. They attend literacy workshops where they learn how to teach phonics, get a chance to read to their children and can take a book home. Other workshops include celebrations, festivals and sports day trips out. Staff create a culture of inclusivity, teaching the children sign language and engage with parents who sign.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff have regular and frequent meetings to discuss concerns. The staff have outstanding knowledge of signs and symptoms of a child being at risk of harm. This also includes wider safeguarding concerns within the area. Staff attend regular training opportunities to develop their knowledge of safeguarding. Leaders maintain comprehensive records, including those that link to complaints and safeguarding concerns. The premises are safe and secure. Staff understand the protocols of keeping children safe in a shared building. They work efficiently to minimise all risks. All mandatory training is up to date and ongoing suitability checks are in place.

Setting details

Unique reference number	2541148
Local authority	Birmingham
Inspection number	10215354
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	60
Number of children on roll	60
Name of registered person	Lewis, Jayde Delissia
Registered person unique reference number	RP900219
Telephone number	0121 716 4493
Date of previous inspection	Not applicable

Information about this early years setting

Bright Sparks Day Nursery opened in 2019. They are based in Handsworth, Birmingham and are open Monday to Friday, 9am to 4pm. This setting takes funding for two-, three- and four-year-old children. It is individually run. There are six members of staff with level 3 qualifications.

Information about this inspection

Inspector

SOPHIE Van Harten

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 manager and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the owner and manager about the leadership and management of the setting.
- 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 carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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