

Inspection of Bright Sparks Preschool And Out Of Schools Club

Summerfield Primary School, Atkinson Drive, Newport, Isle Of Wight PO30 2LJ

Inspection date: 30 June 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared. They develop strong, trusting friendships with each other and are kind and caring. For instance, children offer gentle reassurance to their friends, as they take part in role play. Older children show genuine kindness as they check on their friends' well-being. Children are polite and courteous and listen and follow staff instructions well. The kindness between children and staff is evident throughout the setting and is a strength of the pre-school.

Children benefit from a broad curriculum which lays good foundations for future learning. Children enjoy opportunities to take part in activities which present them with good levels of challenge. For instance, children work out how to retrieve the ball that has gone over the fence. The experiment with different tubes and suggest using tape, to reach the ball. Children think, suggest and test out ideas, as they problem-solve well. They persist when activities present them with challenge and develop a can-do attitude to learning. All children, including those who are in receipt of additional funding and those with special educational needs/and or disabilities, make good progress from their starting points. Children develop good attention skills and concentrate well in activities that interest them. For instance, during group times they watch mechanical spiders with fascination and wait patiently for their turn in building towers.

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

- The management team lead their staff team well. Staff feel valued and respected within their roles in the pre-school. The management team provide regular supervision, coaching and support for all staff, to ensure that the quality of teaching is consistently good. Staff continue to develop their skills and knowledge, however, at times, the focus on the professional development of staff is not tailored to their own needs. The management team recognise that there is more they can do extend staff knowledge and practice to enhance the support for children's speech and language skills.
- Children benefit from a good range of activities to develop their knowledge of the natural world. Staff teach children about growth and change in nature, through real-life experiences. Children enjoy planting and tending fruits and vegetables. They excitedly experiment with mud, leaves, stones and sticks in their creative play. Children are keen to explore and develop a real interest and knowledge about nature.
- Staff know children and their families well. They take the time to get to know children's individual personalities, likes and dislikes. They use this information to plan activities with their individual interests in mind. Children sustain high levels of concentration and engagement as they play together. For instance, as they

practise crossing the stepping stone path, they work out how to balance and how many more stones they need to add to cross. Older children take turns in sharing ideas with staff and value the views and ideas of each other well.

- Overall, children develop good communication and language skills. They develop good listening and attention skills, to support them in maintaining their attention in activities. Staff model language clearly for children to hear, to broaden their vocabulary skills. However, for those children with speech and language delay or limited confidence to speak, staff are not fully successful in enabling them to express their wants needs or wishes as fully as possible.
- Staff promote children's independence well. Children benefit from activities that encourage them to take ownership of age-appropriate tasks. For instance, children learn how to choose fruit snacks, pour their own water and tidy away after themselves at snack times. Younger children enjoy opportunities for active play, to enable them to learn about the benefits of fresh air and exercise on their bodies. However, at times, there are missed opportunities to support children to learn more about healthy lifestyles and what food is good for them. Some lunches which children bring are not as healthy as they could be. The leadership team recognise there is more that can be done to work with parents to support more healthier choices for their children.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a very good understanding of their responsibility to safeguard children. They maintain secure and up-to-date knowledge of what to do if there are concerns about a child's welfare. Staff know about the different kinds of abuse and neglect that children may be at risk of harm. They have very good knowledge of broader aspects of safeguarding, such as risks posed by extreme views and behaviours. Arrangements for identifying hazards in pre-school are highly effective. Staff ensure that children are supervised when playing indoors and outside, and take swift action to remove or minimise risks to children, to keep them safe.

What does the setting need to do to improve?

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

- focus professional development for staff, to enable them to gain skills and knowledge that can be used to enhance the support for individual children's learning, based on their particular needs
- strengthen ways to help children to hear and practise using speech sounds, so that they speak with increasing confidence and make the best possible progress in their language skills
- enhance children's knowledge about healthy eating and provide parents with more information to support them in making healthier choices for their children.

Setting details

Unique reference number	2537592
Local authority	Isle of Wight
Inspection number	10215247
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	2 to 4
Total number of places	32
Number of children on roll	63
Name of registered person	Bright Sparks Childcare Limited
Registered person unique reference number	2537591
Telephone number	01983559098
Date of previous inspection	Not applicable

Information about this early years setting

Bright Sparks Preschool and Out of Schools Club registered in 2019. It is located in Newport on the Isle of Wight. The setting is open Monday to Friday from 8am to 4.30pm. There are nine staff who work at the pre-school; of these seven hold qualifications at level 2 or above. The pre-school provides funded early education for two-, three- and four-year-old children. The out of school club offers care for children before school, after school and during some school holidays.

Information about this inspection

Inspector

Tara Naylor

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 pre-school.
- 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.
- Staff and children spoke to the inspector during the inspection.
- 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.
- Parents shared their views of the setting with the inspector.

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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