

Inspection of Bright Sparks Nursery

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

Inspection date: 10 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children come into the setting happily and are greeted warmly by friendly and caring staff. Children readily say goodbye to their carers and go to choose what they want to play with. Staff set out activities that are planned around children's interests. Children actively engage in activities of their own choosing and confidently lead their own play. They enjoy playing outdoors. Staff ensure that they provide for all areas of learning in the garden, to help ensure that children who learn best from being outdoors can do so. Overall, children benefit from purposeful teaching across the areas of learning. Children are learning about the wider world. For example, they make poppies for Remembrance Day and staff talk to them about why we wear a poppy.

Children particularly enjoy books and stories. They snuggle up with staff on the full-size sofas to listen as staff read to them. Children are becoming confident communicators. They chat with staff about what they are doing and understand taking turns in conversation. Staff introduce new vocabulary to extend children's knowledge. For example, at snack time they talk about fruit and where it comes from. During an adult-led activity, staff introduce the word 'blade' when talking about scissors. Children learn to use scissors safely.

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

- The manager and staff have taken effective action to bring about improvement and address the actions from the last inspection. Staff have completed training to help them improve their teaching but lack the confidence to teach to the highest level. This sometimes results in activities that do not provide children with appropriate challenge. Staff do not consistently build well enough on children's interests and what they already know.
- Staff know the children well. They talk confidently about where children are in their learning and development and what they need to do to support children's continuing progress. Each child has a named person to take responsibility for their daily well-being and plan for their learning and development. Children develop the key skills they need to be ready for school.
- Children enjoy the opportunities that they have to sing songs and rhymes. However, staff do not ensure that rhymes and songs, which are essential for the development of children's speech and language skills, are embedded in activities throughout the day. Not all children have plentiful opportunities to hear and sing songs and rhymes throughout their day.
- Staff manage children's transition from home to the setting well. They tailor settling-in procedures to the individual needs of each child and their family. Children are happy and settled. Staff know about children's home lives and talk to them about their families, significantly enhancing their sense of belonging.

- Children behave well and respond positively to the expectations of staff. Staff are good role models who talk to children in a calm and respectful manner, gently reminding them of the need to share and take turns.
- Staff follow consistent routines throughout the day. This helps children to feel settled and confident, and to know what is expected of them. For example, they know to wash their hands before eating and the routine for fetching their lunch boxes before sitting down to eat.
- Children have a positive attitude to learning. Staff show good respect for children's work and give meaningful praise for their efforts. Since the last inspection, staff have learned to consider children's learning needs and the process of activities, rather than the appearance of the final product.
- Staff work well together as part of a happy and successful team. They have opportunities to share their skills and learn from their colleagues, to further improve practice, teaching and learning. Staff benefit from an effective programme of supervision and appraisal to manage their performance and foster a culture of mutual support.
- Parents report that they feel very well informed about the developmental progress their children are making in the setting, and describe staff as 'caring' and 'friendly'. Parents speak highly of the support they receive to access services, especially for children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

The manager demonstrates effective recruitment and selection procedures for new staff. This helps to ensure that those working with children are suitable for their role. The manager and staff have a good understanding of the indicators of abuse. They know the process to follow if they have a concern and are alert to issues in children's home lives that might impact on their welfare and well-being. The manager and staff are aware of the importance of recognising when children or families are vulnerable to being drawn into extreme behaviours or views.

What does the setting need to do to improve?

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

- build on the improvements already made in staff practice to give staff more confidence in their abilities to teach to the highest level
- implement a more effective programme of songs and rhymes to support children's developing speech and language skills.

Setting details

Unique reference number	251675
Local authority	Suffolk
Inspection number	10217824
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	35
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	24 November 2021

Information about this early years setting

Bright Sparks Nursery registered in 1984. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above, including the manager, who is qualified at level 6. The setting opens from 8.30am to 4pm, Monday to Friday, during school term time, and 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

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning. The manager and the inspector completed a joint observation.
- Staff spoke with the inspector at appropriate times throughout the inspection.
- The inspector held a meeting with the manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- A small number of parents shared their views of the setting with the inspector.
- Children spoke to the inspector about what they enjoy doing while at the setting.

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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