

# Inspection of Brightsparks Day Nursery

The Colonnades, 619 Purley Way, Croydon CR0 4RQ

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Inspection date: 8 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children are happy and confident in this stimulating learning environment. Staff are warm, kind and welcoming. This helps children to feel safe and secure. Parents speak positively about staff and the nursery. For example, they say that they feel well informed about their children's learning through daily feedback, weekly newsletters, parents' meetings and regular updates on the online application. The manager and staff are clear about what they want children to learn. They have high expectations for all children, including children with special educational needs and/or disabilities. Parents and staff speak of the positive progress that children make during their time at the nursery. The nursery remained open during the COVID-19 pandemic for children of key workers. Throughout that time, leaders ensured they had regular contact with parents and staff to support their well-being, and they provided learning activities for children to access at home.

Staff support children's emotional well-being effectively. They use a variety of strategies to enable children to talk about their feelings and emotions. For example, staff use a 'colour monster' to encourage children to describe how they are feeling in colours. They use resources with faces of varying emotions to promote discussion during children's play. On the whole, children behave well across the nursery. When children struggle to regulate their behaviour, staff take appropriate action to support them. Staff are good role models, and children respond promptly to reminders about manners and sharing.

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

- Children develop a love of learning through engaging topics that cover all areas of learning. For example, they learn about the nativity story at Christmas time. Children count stars they find hidden in sand and make crowns, adding paint, glitter and sequins. They name the animals in the stable and role play the story.
- Staff sing familiar songs throughout the day to promote children's language development. Children enthusiastically join in with actions or play instruments as they sing. They take part in weekly 'sing and sign' sessions. Children learn sign language for a range of keywords, such as 'more' and 'please'. This enhances children's vocabulary and supports them to express themselves.
- Children are well prepared for their next stage of education. They are supported through each stage, including starting school. Pre-school children learn to write their names. Staff provide activities for children to take home to enhance their learning. Children are encouraged to be independent. Toddlers use knives to carefully spread butter on oatcakes at snack time, and older children learn to serve themselves at lunchtime.
- Staff know the children well. They use this knowledge and the systems they have put in place since the last inspection to monitor children's learning and to

identify any emerging gaps in children's development. They plan activities and set targets based on children's individual interests and needs. However, staff do not consistently share these strategies effectively with parents and other professionals, to support children even further.

- Overall, teaching is good. Staff model language during play activities, talk with children about what they are doing and demonstrate and support when required. However, some staff do not use questioning effectively to check children's prior learning and understanding.
- Staff create opportunities for children to celebrate different cultures and understand the differences between people. For example, children learn about the Hindu festival Diwali and why people celebrate St. Andrew's Day.
- Children enjoy a range of healthy meals that are prepared on site. They have opportunities for fresh air and exercise outside. Children learn a range of physical skills, such as how to ride tricycles and scooters. They enjoy games with staff, following instructions to jump, hop, run and stop.
- Staff report that they feel well supported and can speak with leaders about any issues. They have access to regular training to ensure that they continually develop their practice. Leaders are reflective and seek the views of parents through surveys to make ongoing improvements. They have worked hard to implement the recommendations raised at the previous inspection.
- Leaders use regular supervision meetings with staff to ensure their continuous development. They provide staff with regular opportunities to discuss children's progress and next steps in learning.
- Staff help children to understand how to stay safe. Children learn songs about road safety and are taught about internet safety through stories, such as 'Chicken Clicking'.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand the importance of keeping children safe. They supervise children well at all times and carry out risk assessments to ensure the setting is safe and free from hazards. Staff describe the signs and symptoms of abuse that may cause concern for a child's welfare and know the procedures to follow to report them. Staff regularly update their child protection training, including on the 'Prevent' duty and female genital mutilation. Safer recruitment procedures are implemented to ensure that all staff are suitable to work with children. Leaders continue to check staff's suitability throughout their employment.

## What does the setting need to do to improve?

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

- strengthen the information shared with parents about how they can support

their children's learning at home and ensure that relevant professionals are clearly informed

- develop staff's questioning skills further to check children's prior learning and understanding consistently.

## Setting details

<b>Unique reference number</b>	EY348872
<b>Local authority</b>	Croydon
<b>Inspection number</b>	10235083
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	52
<b>Number of children on roll</b>	71
<b>Name of registered person</b>	Jones, Emma Jane
<b>Registered person unique reference number</b>	RP910906
<b>Telephone number</b>	0208 6670687
<b>Date of previous inspection</b>	10 January 2017

## Information about this early years setting

Brightsparks Day Nursery registered in 2007. It is located in the London Borough of Croydon. The nursery operates on weekdays from 7.15am until 6pm, all year round, excluding bank holidays and one week at Christmas. The nursery is in receipt of funding for the provision of early education to children aged two, three and four years. There are 14 members of staff, 11 of whom hold suitable qualifications in childcare and education. A cook supports the staff team.

## Information about this inspection

### Inspector

Nicky McDougal

## 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 viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The manager and inspector carried out a joint observation of a group activity.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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