

# Inspection of Bright Sparks Day Nursery

31 Hurst Road, Hinckley, Leicestershire LE10 1AB

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Inspection date: 5 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

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 happily at the setting, with warm and friendly staff ready to greet them. Children enjoy talking to staff about their morning as they wait to wave goodbye to their parents and carers out of the window. Throughout the day, staff encourage children to develop their independence skills. Children confidently choose their own breakfast cereal, bowls and utensils and serve themselves. Later, children put on their own coats and wellington boots. Where children struggle to put on their own coats, staff provide them with different ways they can try independently. They praise them as they make attempts and finally manage to achieve the task. Children gain a real sense of achievement, smiling as they run off to meet their friends in the large garden.

Staff spend time getting to know children from the moment they start at the setting. They use children's interests to create activities to build on the gaps in their learning. For example, staff provide flowers in the garden for children to cut up and explore following an interest in daffodils. Children enjoy talking about the different flowers and the spikes on the stems before adding water to their pots and making potions. Children work together to pour, scoop and mix their ingredients.

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

- The manager of the setting provides very good leadership for all staff. She models good practice and shares her own skills, knowledge and experiences. This ensures the setting continues to make improvements. The manager supports staff with robust training programmes, embedding new knowledge into practice and having regular meetings with the team. Staff feel involved in the setting plans and any changes. They comment on how much they enjoy working at the setting.
- Children relish in visits around the local community, learning about the world around them. They gain first-hand experiences of taking books from the library and paying for groceries at the shop. Throughout play, staff revisit these trips with children. They talk about what they did and enjoy looking through pictures. This helps to embed learning.
- Staff and children have positive relationships with each other. Children's behaviour is exemplary and they understand staff expectations of them. Staff provide children with the skills and knowledge to manage situations independently. For example, children tell each other to stop pouring water into their jugs as it is not where they want it. This means disputes are rare and children begin to understand their friends' thoughts and feelings.
- The manager and staff are creating an ambitious curriculum for all children. Children enjoy welcoming staff into their play, explaining what they are doing and providing staff with their roles. A wide range of interesting activities are

available for the children to explore. However, staff do not consistently extend children's learning and offer challenge within activities. For instance, staff sometimes provide the answers for problems children face, rather than allowing them to think independently.

- Settling-in processes are fluid and individual, providing parents and children with the time they need. Parents share information about what their children can already do and the interests they have at home. Staff use this to create activities to entice children's natural curiosity. The home-from-home environment allows children to create secure relationships with their key person and other staff within the setting. This creates a calm, relaxed feeling around the setting.
- Staff support children with special educational needs and/or disabilities, and those who speak English as an additional language well. Staff work quickly with parents to gather information to create plans to support children within the setting. Staff seek advice from other professionals, sharing information and embedding targets into those created at the setting.
- Parent partnerships are strong. The manager recognises the importance of sharing information with parents regularly. Parents speak positively about the setting and the relationships their children have with the staff team. Parents gain daily information about their child's day and use an online platform to share development information.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her staff team have a good knowledge of safeguarding issues and how to record and report and concerns they may have. The manager talks to staff about safeguarding regularly to check responses and help them gain confidence in their own knowledge. Staff are aware of how to report any allegations made against a member of staff. Daily risk assessments are completed across the setting and children are included in garden risk assessments, such as ensuring the back gate is closed.

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

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

- strengthen the quality of teaching to ensure children are consistently challenged in their play to further extend their learning.

## Setting details

<b>Unique reference number</b>	223198
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10280238
<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>	0 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
<b>Registered person unique reference number</b>	RP525407
<b>Telephone number</b>	01455 234266
<b>Date of previous inspection</b>	15 August 2017

## Information about this early years setting

Bright Sparks Day Nursery registered in 1995. The nursery employs four members of childcare staff. Of these, two hold early years qualifications at level 3 and one at level 6. The nursery is open Monday to Friday, all year round from 8am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Smith

## 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 manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector and manager talked about the education provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation during an activity.
- The inspector spoke to parents during the inspection and took account of their views.
- 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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