

# Inspection of Brightsparks Day Nursery

Richard Challoner School, Manor Drive North, New Malden, Surrey KT3 5PE

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Inspection date: 12 March 2024

<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**

Staff welcome children and their families warmly at this happy and family focused nursery. Children are happy and settled, and they enjoy themselves at the nursery. They arrive eager to start the day and see their friends. Staff build good relationships with children, who demonstrate they feel safe and secure. Children confidently explore the environment and know who to go to if they need support. They receive lots of cuddles, giggle together and welcome staff into their play.

Staff are enthusiastic and engage children in their chosen activities, supporting and extending their learning. For example, young children search for balls and match them to the colours that staff call out. They use paint with toy cars and rollers to make marks. Staff talk to children about what they are doing and the colours they are using. Older children delight in making their own dough and talk about what they need to add to make it less sticky. They also enjoy hammering golf tees into polystyrene blocks, which further develops their fine motor skills.

Staff support children's positive behaviour exceptionally well. They have high expectations for children. There are rules in place across all age groups and children know what is expected of them. Staff use different tools, such as a 'worry monster' and books, to help children to be confident in discussing their feelings. They also use tools such as sand timers to support children to share and take turns. As a result, older children confidently express how they feel to each other and are able to negotiate challenges between themselves.

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

- The manager and staff have a good understanding of their curriculum and what they want children to learn while at the nursery. Staff observe children's development and plan a range of enjoyable and exciting activities to further support them. For example, staff encourage children developing who are developing their fine motor skills to thread small rings over dried spaghetti or to use small pots to fill, empty and transfer cereal.
- Staff work closely with other professionals to support all children, including those with special educational needs and/or disabilities. They closely monitor children's progress and plan activities to close gaps in their development. As a result, all children make good progress from their starting points in development.
- Staff promote children's developing mathematical knowledge well. Younger children enjoy joining in with singing number rhymes and songs. Older children enjoy counting different bears and matching them to different colours.
- Communication with parents is strong. Parents are highly appreciative of the support they receive for themselves and their children. They talk of how welcomed and valued they feel. Parents talk of the positive help that they

receive to support their children's learning at home, such as toilet training. They value the events the nursery holds to involve them in their children's care.

- The manager recognises the importance of valuing staff's well-being. Staff say they enjoy working at the nursery and feel very supported by manager. The manager carries out regular observations and supervision sessions with staff. Staff are encouraged to take part in professional development opportunities to help them to develop their skills.
- Children show positive attitudes towards their learning, such as through high levels of curiosity and enjoyment. They listen and respond well to adults and each other. Children are very kind and thoughtful. For example, they help each other to manage tasks when they are struggling, such as turning on the taps in the bathroom.
- Staff are enthusiastic and consistently speak to children as they play. They speak directly to them, talk slowly and use lots of repetitive language. This helps to widen children's vocabularies. Staff consistently give children plenty of time to respond to questions. They use singing, action rhymes and stories as part of everyday practice.
- The manager and staff work well together and are committed to continual improvement of the nursery. They have a clear vision for the nursery and gather feedback from parents and other professionals to help identify areas for development. For example, they want to continue developing the garden area to provide more opportunities for children.
- At times, staff do not organise large-group times for younger children as well as possible. Children are sometimes left waiting too long and become disengaged and distracted from their learning.
- Children learn to be independent from an early age. They have ample opportunities to practise their self-care skills. For instance, babies learn to feed themselves. Toddlers self-register and confidently find their own water bottles. Older children help to set the table and pour their own drinks. They also confidently use the 'snuffle station' and dress themselves before going outside.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review the organisation of large-group times for younger children, to maximise their learning opportunities, engagement and participation.

## Setting details

<b>Unique reference number</b>	EY279775
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	10326620
<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>	58
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Elliott, Helen
<b>Registered person unique reference number</b>	RP513741
<b>Telephone number</b>	02083299777
<b>Date of previous inspection</b>	6 June 2018

## Information about this early years setting

Brightsparks Day Nursery registered in 2004 and is located in Kingston upon Thames. It is open for 51 weeks of the year, Monday to Friday, except for bank holidays. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 17 members of staff who work directly with the children. Of these, 14 hold childcare qualifications at level 2 or above.

## Information about this inspection

### Inspector

Becky Phillips

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector observed the quality of the education being provided across the nursery and assessed the impact on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery.
- The manager showed the inspector documentation to demonstrate the suitability of the staff.
- The inspector carried out a joint observation of an activity with the manager.

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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