

Inspection of Brightsparks Day Nursery, Eltham

Harris Academy Greenwich, Middle Park Avenue, London SE9 5EQ

Inspection date: 16 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

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 settle quickly and are eager to play. Staff know children well due to them having an individual settling-in process. Staff working with the youngest children learn their individual home routines to support their emotional well-being. Parents report that their children's social skills, confidence, and language have developed particularly well. Staff form positive relationships with children and their families. This helps children to feel safe. Staff have the same ambition for all children and have established effective partnership working with other professionals and agencies. This ensures that all children, including children with special educational needs and/or disabilities (SEND), get the support they need.

Staff plan interesting activities to support the curriculum. For example, older children learn about safety as they use tools to tap golf tees into different fruit and vegetables. This promotes the development of their small muscles and problem-solving skills. Children have fun making and exploring play dough, and staff successfully help children to check when more ingredients are needed as children tell them 'it is too runny'. Children experiment as they roll cars along ramps and others eagerly make flower soup in the garden. This helps to develop children's imaginations. They make good progress and learn the skills they need for their future learning.

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

- The manager has a clear vision for the setting. She leads with passion and truly wants all children to achieve. Children benefit from an interesting and balanced curriculum. The manager works with staff to create the intent of the curriculum. They constantly review this and make changes when necessary. Staff provide lots of opportunities for children to revisit and practise new skills. As a result, children are ready for their stage of learning.
- The curriculum for physical development is strong. Children have access to low-level climbing equipment indoors and outdoors. They show delight as they ride around the garden on bicycles and use their feet to push them along. Older children enjoy group games, such as 'duck, duck, goose'. This enables them to be part of a team and develop their social skills. Staff support children's fine motor skills as they provide chinks and paints for children to make marks. These opportunities support children to build their muscles and develop coordination.
- Children are provided with opportunities to read stories and sing songs and rhymes. They enjoy filling in the gaps as staff pause when reading stories. Staff use questions as children play to encourage conversation. However, these questions are often asked in quick succession and children do not have time to form their answers. Despite this, children's language is developing well.
- Mathematics is firmly embedded. Staff introduce numbers to younger children

through songs. Older children are confident to count to five and beyond. Children learn about mathematical concepts, such as 'taller' and 'smaller than'. They also recognise various shapes and talk about different sizes during dinosaur play. Ultimately, children develop a positive attitude to mathematics.

- Staff are good role models and have high expectations for children's behaviour. Children behave well and have positive attitudes to their learning. However, at times, children are not supported to understand how their actions impact on the safety and feelings of others.
- Staff feel well supported in their roles. They receive regular supervision and feedback from the manager. There is a focus on their well-being. Regular treats are given and staff appreciation days are celebrated. As a result, staff feel valued and morale is high.
- Parents speak positively about the nursery and the staff. They clearly attribute their children's progress to the nursery and the teaching they receive. Parents say that their children greatly enjoy attending, and the staff are friendly. These positive relationships support the overall emotional well-being of children.
- The special educational needs coordinator works closely with families, staff, and other agencies who are involved in children's care. This enables children with SEND to benefit from highly effective support for their ongoing progress. For instance, staff encourage children with SEND to play with their peers, which helps them to develop good social skills.

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:

- give children more time to think and respond to questions to support their thinking skills further
- support children to understand how their actions impact others.

Setting details

Unique reference number	EY541795
Local authority	Greenwich
Inspection number	10335470
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	58
Number of children on roll	51
Name of registered person	Elliott, Helen
Registered person unique reference number	RP513741
Telephone number	0208 850 7534
Date of previous inspection	18 June 2018

Information about this early years setting

Brightsparks Day Nursery, Eltham registered in 2017. It is located in Eltham, in the Royal Borough of Greenwich, London. The nursery is open from 7.30am to 6.30pm, Monday to Friday, for 51 weeks per year. The nursery receives funding for free early education for children aged two, three and four years. There are 21 members of staff who work directly with the children, including the manager and cook. The nursery also employs a cleaner. One member of staff holds a level 7 qualification, and the rest hold early years qualifications up to level 5.

Information about this inspection

Inspector

Tracey Murphy

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 provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff and children spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to inspector about how they support children with special educational needs and/or disabilities.
- The inspector and deputy manager completed a joint observation in the baby room.
- The provider and manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke to parents and sampled written feedback, and took account of their views.

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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