

# Inspection of Bright Sparks Pre School

Preston Lane, Great Preston, Leeds, West Yorkshire LS26 8AR

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Inspection date: 14 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children at this pre-school are very independent. They are happy to come confidently in to play and choose activities that engage and interest them in the welcoming environment. Well-being is high and children's attitudes to learning are positive. One child affirmed that they 'will be good at sports when they go to big school' after they were praised for their catching skills.

Parents speak very highly of the pre-school. They feel that their children are safe and happy. They are involved in their children's learning through an app and know their children's key person well. Parents praise the additional support offered to families who have challenges and value the positive relationships and care they receive. They say that the communication and people are 'fantastic'. Parents understand that their children are learning about caring and sharing at the moment from the app and regular updates with photos.

Staff in the pre-school work well with other specialists to implement the curriculum. They ensure children who have gaps in learning receive extra attention to ensure they are developing well. For example, staff arrange small-group sessions to improve language and social skills, using bubbles, songs and rhymes. This helps all children to progress well, including the most vulnerable.

Children interact with care and consideration for each other. Staff support children's well-being and behaviour, and children's attitudes to learning are very good. Children in this pre-school are well prepared for school. They form excellent bonds with the dedicated and caring staff, who know the children and families very well.

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

- Staff offer a well-resourced and homely environment for children to learn through play. A cosy sensory corner, outdoor climbing equipment and a mathematics station allow children to experience a variety of activities and topics. Recently, staff have been preparing a range of messy and sensory opportunities for children to explore to strengthen their learning.
- Children prepare for school by having group time on the carpet. They learn to listen and focus as they dance, sing and sign together. Children have regular Spanish lessons and sing in Spanish. They also prepare for school with a targeted programme, writing in their own books.
- There is excellent support for children with special educational needs and/or disabilities. Parents feel that they are able to help their children learn further at home because they have been well informed about their development and next steps. They praise the pre-school staff for the 'amazing' support and guidance they give their children.

- Staff spend time conversing with children as they access different activities. There is a carefully planned array of activities on offer, including play dough, sand and water, magnet construction, mark making, role play and an all-weather outdoor area. Children cut up fresh mint from the herb garden to practise their scissor skills. This supports children to develop a wide range of skills and knowledge of the world.
- Staff use careful questions to encourage children's mathematical learning with natural resources. However, staff do not always introduce or encourage new vocabulary, or encourage children to converse with each other. This sometimes means that some children's early communication and language skills are not always supported to a high enough level.
- The manager ensures all staff and parents are able to approach her about anything, and they praise the 'open-door' culture she creates. Regular training ensures the professional development of staff, which in turn ensures children develop to their full potential and thrive.
- Staff plan the pre-school environment and curriculum to reflect the community around the school. There are very good links with neighbouring schools, and school transitions are managed well. However, staff have not fully thought through how they can reflect the diverse communities of the wider world to help children develop a deeper cultural understanding of the world around them.
- The manager puts a lot of care and attention into developing the provision, providing high-quality resources and qualified staff at the pre-school. Staff speak very highly of the support and training they receive. This ensures the pre-school is a happy, welcoming place for children to thrive.

## **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:**

- extend children's communication and language skills and give children more opportunities to practise speaking and leading their own conversations
- plan more effectively to reflect the wider cultural community children live in and give them an understanding of other faiths, places, communities and cultures.

## Setting details

<b>Unique reference number</b>	512713
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10339295
<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>	2 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Bright Sparks Pre School Committee
<b>Registered person unique reference number</b>	RP518958
<b>Telephone number</b>	0113 287 3753
<b>Date of previous inspection</b>	10 July 2018

## Information about this early years setting

Bright Sparks Pre School registered in 1970 and is located in Leeds. The pre-school employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications. The pre-school opens from Monday to Friday, during term time only. Sessions are from 8.45am until 11.45am and 12.15pm until 3.15pm. The pre-school provides a breakfast club from 7.30am and an after-school club from 3.15pm until 6pm. The pre-school provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Kelly Nevett

## 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 pre-school and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff, first-aid arrangements and their communication with parents.
- The manager and the inspector carried out a joint observation of an activity inside.
- Children spoke to the inspector during the inspection.

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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