

# Inspection of Bright Sparks Child Care

Poplar Avenue, Castleford, West Yorkshire WF10 3QJ

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Inspection date: 19 June 2025

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children demonstrate exceptionally high levels of emotional well-being and thrive in this vibrant and nurturing nursery. Upon arrival, children are warmly welcomed with warmth and enthusiasm, by caring staff who know them extremely well. As a result, children form strong, trusting relationships with the kind and attentive staff. These highly positive bonds foster a secure and emotionally rich environment where children feel safe, valued, and able to flourish.

Children are highly motivated to learn as they fully immerse themselves in the rich and exciting curriculum, which sparks their curiosity. Staff teach with passion, energy, and a clear sense of purpose, providing children with a wide range of stimulating activities. For example, as part of the nurseries termly art focus event, children learn about the work of Jackson Pollock. They apply his use of colours as they create canvas painting together. Staff encourage children to be creative and mix colours to make new colours. All children, including those with special educational needs and/or disabilities (SEND), thrive in the supportive and nurturing care of the highly skilled staff team.

Children's behaviour is exemplary. The attentive staff are exceptional role models and have high expectations for children's behaviour. Clear rules and boundaries are consistently implemented to guide children, underpinned by the nursery's 'Golden Rules,' which are shared with children daily. Staff model respect and tolerance in all interactions, fostering a positive and inclusive environment. Children consistently engage in play while demonstrating good manners and respect for one another. Staff promptly acknowledge all children's efforts, providing instant reinforcement for this positive behaviour.

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

- Staff pay close attention to each child's individual needs, abilities and learning styles, building on their existing knowledge highly effectively. They have created a curriculum that is well sequenced, highly ambitious and reflects children's personal needs and interests. Staff review children's progress to ensure that planning and learning opportunities are continually adapted and enhanced to support, challenge and extend children's learning. Children are exceptionally well prepared for their next stage of learning and eventual move to school.
- Leaders are inspirational in their dedication to supporting the staff team. There is a clear and well-structured development plan for staff that continually improves their practice. Staff receive regular supervisions and are supported to create a culture of reflective practice. For example, staff take part in regular reflection sessions where they share successful strategies and identify areas for improvement. Staff comment on the exceptional support they receive from

leaders and detail how their well-being is given high regard. For instance, leaders arrange award evenings for staff to celebrate their achievements. In addition, staff take part in yearly 'supermarket sweeps', where they fill their trolleys with food over the Christmas period.

- Partnerships with parents are a real strength of the nursery. Staff work extremely closely with parents. Continuous communication ensures that parents are well informed about their children's progress. Parents are provided with regular guidance on supporting their children's learning at home. Parents speak exceptionally highly of staff and note the excellent progress their children make. They state that they feel fully involved in their children's learning and feel that communication is excellent.
- Children with SEND make excellent progress at the nursery. Staff meticulously monitor each child's development and act swiftly when any concerns arise. Leaders and practitioners work closely with local inclusion services and a range of professionals to access specialist support and implement tailored strategies. For example, staff regularly consult with speech and language therapists and embed their guidance across the setting through focused group sessions and individualised support.
- Staff place a strong emphasis on supporting children's speech and language development. Their commitment to this area has been recognised with a communication award, celebrating the excellent support in place to enhance children's language skills. Staff consistently narrate younger children's play and engage older children with thoughtful, open-ended questions. They make skilful use of books to enrich vocabulary and promote discussion, encouraging children to predict and explore story outcomes. Children are confident, articulate communicators who use expressive language to share their thoughts, ideas and experiences.
- Children develop high levels of confidence and independence. Staff encourage children to take ownership of routines, such as self-serving snacks and tidying away their resources. Children actively manage their own personal hygiene, such as using the toilet and washing their hands. Staff consider how they can empower children and hear their voices in the nursery. For example, children on the pre-school council vote to make changes and feedback about their likes and dislikes. As a result, children have a strong sense of self-belief in their own abilities.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY405434
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	10392890
<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 6
<b>Total number of places</b>	42
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Bright Sparks Child Care Partnership
<b>Registered person unique reference number</b>	RP907795
<b>Telephone number</b>	01977 667656
<b>Date of previous inspection</b>	9 October 2019

## Information about this early years setting

Bright Sparks Child Care registered in 2004 and is one of three nurseries managed by Bright Sparks Child Care Partnership. The nursery is situated in the grounds of Townville Infant School in Castleford. It employs 14 members of childcare staff at this site. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one staff member with qualified teacher status. The nursery opens from Monday to Friday during term time only. Sessions are from 8.30am until 4.30pm. The nursery offers the government-funded places for childcare and receives specific funding for disadvantaged children.

## Information about this inspection

### Inspector

Jennifer Cowton

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- Children spoke with the inspector during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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