

Bright Sparks

Warden House Primary School, Birdwood Avenue, Deal, Kent, CT14 9SF



Inspection date

23 February 2015

Previous inspection date

16 November 2009

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- The outside area is exceptional and worthy of being shared with others. It offers excellent learning in all areas and children particularly enjoy the mud kitchen and opportunities to construct on a large scale.
- The environment and exceptional staff input enable children to be creative learners who think critically as they play, investigate and make discoveries.
- Teaching is of high quality and targeted at groups and individual children. This results in all children making excellent developmental progress.
- Children are very independent, taking charge of their own well-being. However, very occasionally staff miss opportunities to further enhance on children's independence at snack time. For instance, at snack time staff sometimes prepare the fruit.
- Parents and carers share in their children's learning and development. They thoroughly appreciate being able to do so whenever they wish, adding to the developmental profiles, working together to provide positive outcomes for children.
- There is a comprehensive programme of professional development. Staff are extremely keen to develop their knowledge and understanding, resulting in children enjoying high quality teaching.

What the setting needs to do to improve further

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

- further enhance children's already high levels of independence, for example, by involving them in the preparation of their snacks.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the manager.
- The inspector sampled a range of documentation including safeguarding procedures and children's records.

Inspector

Karen Scott

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is outstanding

Children enjoy rich and varied experiences that promote learning in all areas. All children, regardless of their starting points, make excellent progress due to high quality support and input from staff. They share their enthusiasm and passion with children who are confident learners, willing to try new and interesting activities. Key persons plan stimulating and challenging experiences for each child. For example, to encourage a child to use a pencil, they planned an activity based on the child's interests. This involved children drawing plans on a large piece of paper using pencils and rulers, making the fire engine with crates, planks of wood, hoses and ladders and then participating in role play. This was a high quality learning experience that supported development and helped all children to flourish. Children are very well prepared for the next steps in their learning. Regular visits to the local school to share in experiences such as lunch time and a high emphasis on helping children to develop strong social and self-help skills support this.

The contribution of the early years provision to the well-being of children is outstanding

Children are very confident. This is because they feel safe and secure at the setting. They have strong relationships with kind and caring staff who know them well. Children express how they are feeling, knowing that they will be listened to and compassion shown. The easily accessible and clearly labelled toys and resources enable children to make choices and be independent learners. Having their own drawers also supports independence as children help themselves to personal items, taking charge of their well-being. Children have an excellent understanding of playing safely and staff give them space and encouragement to undertake risks such as making and then using assault courses.

The effectiveness of the leadership and management of the early years provision is outstanding

Staff are well qualified and continuously participate in training that develops their knowledge. Staff supervision and training is having a high impact on quality. The setting have recently implemented a new tool for assessing and planning for children's learning and development. It is an extremely successful tool in monitoring learning and development and is having a positive impact on planning for all children. It is highly valued by staff and parents and is helping key persons to plan for all children's learning. The setting is highly evaluative and plans for improvement expand on children's experiences. Staff have a high regard to the welfare and safety of children. All participate in safeguarding training and are knowledgeable about their roles in safeguarding children.

Setting details

Unique reference number	EY293741
Local authority	Kent
Inspection number	837602
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	60
Name of provider	Bright Sparks Childcare Centre Committee
Date of previous inspection	16 November 2009
Telephone number	01304 389852

Bright Sparks Childcare Centre registered in 2004. It operates from a building in the grounds of Warden House Primary School in Deal, Kent. The setting opens each weekday from 8am to 4pm, term-time only. The setting has close links with Warden House Primary School. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of early years funding for children aged two, three and four-years. There are 12 members of staff who work with the children, 10 of whom hold appropriate early years qualifications. The setting currently supports a number of children with special educational needs and/or disabilities.

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