

Inspection of Bright Sparks Child Care Centre

The Aaron Jo Danton Memorial Building, Warden House School, Birdwood Avenue,
DEAL, Kent CT14 9SF

Inspection date: 25 June 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

Staff plan a well-sequenced curriculum that nurtures children's confidence and curiosity. They offer exciting activities and resources to promote all areas of learning effectively. Staff help children understand and express their emotions. Children show kindness and share with friends. For instance, staff encourage the children to work as a team when assembling magnetic tiles together to form a ball. There is great delight as the children successfully complete their task and roll the ball to each other. They demonstrate their resilience as they rebuild the ball several times after it falls apart due to their enthusiastic play. The children are learning how to cooperate with friends as they engage in social activities.

The children are familiar with daily routines and feel safe as they interact with both staff and peers. The staff have a strong emphasis on supporting children to develop their communication and language skills. For example, staff skilfully use sign language as they interact with the children throughout the day. They provide quality interactions for all children, including those with special educational needs and/or disabilities (SEND) and children who speak English as an additional language.

Staff provide children with a wealth of opportunities to take managed risks in their play and build muscle strength. For instance, staff regularly take the children on outings to the beach and forest school to play outdoors and explore nature.

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

- The staff have an extensive knowledge of the children's interests and next steps in learning. They use this information to help them plan a focused curriculum. For instance, children are keen to explore the outdoor kitchen. They become 'baristas' and mix a variety of natural ingredients together to create a very frothy 'hot chocolate'. The staff make effective use of activities to engage children in conversations, such as encouraging them to talk about what they are making. The children excitedly engage in role play as they learn to share and take turns with their peers.
- Children participate in a variety of activities, both adult-led and child-initiated. Staff have a clear intent for children's learning. They provide them with a diverse range of resources to support their learning. For instance, the children excitedly wear their explorer backpacks as they go on a bug hunt. They carefully place the bugs they find into a magnifying pot. Staff help the children to identify them using picture cards and remind them to return the bugs to their original locations. However, the planning and organisation of some group activities does not always focus on the intended learning outcome. As a result, children do not always make the progress they are capable of.

- The provider has established highly effective settling-in procedures that focus on the children's well-being. For instance, the settling-in sessions are tailored to meet the individual needs of each child and their family. This attention to detail is replicated in the support children receive in preparation for school. For example, during registration, the children practise their listening skills as they sit with their peers and enjoy selecting which song to sing next. Staff help children to gain a positive attitude to learning as they prepare them for the next stage in their lives.
- The provider has high expectations for all children. Staff who support children with SEND and children who speak English as an additional language have a very strong understanding of their role. They have made good use of additional funding to support children's learning. For example, the provider has purchased extra resources to support children's problem-solving skills, and staff attend focused training. This helps to ensure that children's needs are met and any gaps in their learning are closed as quickly as possible.
- Staff have formed very effective partnerships with parents. They ensure there is a good two-way flow of information. For instance, staff talk with parents at drop-off and collection times and share information through children's online learning records. Staff also make excellent use of information and photos provided by parents, which helps spark conversations with the children. Parents comment that they are very pleased with the support they receive from the staff at the setting.
- The provider recognises the importance of having trained staff to ensure they provide high-quality care and learning opportunities for all children. Staff have regular training opportunities. For instance, some staff are training to become maths champions to boost children's mathematical skills. There is a strong focus on staff well-being, and staff state that they feel supported in their roles.

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:

- strengthen the planning and organisation of group activities to ensure they have a clear impact on children's learning.

Setting details

Unique reference number	EY293741
Local authority	Kent
Inspection number	10388487
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	52
Name of registered person	The Committee Of Bright Sparks Child Care Centre
Registered person unique reference number	RP521650
Telephone number	01304 389852
Date of previous inspection	12 July 2019

Information about this early years setting

Bright Sparks Child Care Centre registered in 2004. The setting is committee run and operates from a building in the grounds of Warden House Primary School in Deal, Kent. It is open from 8am to 3.45pm, Monday to Friday, during term time only. The setting provides funded early years education for two-, three- and four-year-old children. The committee employs nine members of staff. Most staff hold a relevant early years qualification at level 3 or above. The manager has achieved a level 6 qualification.

Information about this inspection

Inspector
Sara Garrity

Inspection activities

- The deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and how they support children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- A member of the committee, staff and children spoke with the inspector at various times throughout the inspection.
- Parents shared their views of the setting with the inspector.
- The deputy manager carried out joint observations of group activities with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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