

# Inspection of Bright Sparks Children's Centre LTD

The Jeremiah Centre, 71 Stott Close, PLYMOUTH, Devon PL3 6HA

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Inspection date: 16 February 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children enjoy coming to nursery and staff help them to feel safe. They talk to children about their experiences from home and provide reassurance where necessary. During times when children become engaged in learning, they enjoy making 'spiderman' dough. Staff encourage children to develop their mathematical skills by counting how many cups of flour, salt and water they will need. Children learn how to take turns and use words, such as 'dry' and 'sticky' to describe textures. However, the implementation of the curriculum is not fully embedded to help children make the progress they are capable of. Children often become disengaged in their learning and their behaviour deteriorates. Nonetheless, the new manager has begun to devise a planning process to ensure activities meet children's interests and next steps in learning.

Children with special educational needs and/or disabilities (SEND) do not have consistent support from the nursery. Referrals to outside agencies have not been ongoing. Although the special educational needs and disabilities coordinator (SENDCo) has made initial referrals for children, these are not followed up promptly as the owner does not help staff to fulfil their roles effectively. Therefore, children's individual needs have not been met consistently. The manager has begun to make improvements to the nursery. Children have received individual support plans and the manager has contacted outside agencies to ensure children receive the support they require.

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

- Children excitedly run into the nursery, greeted by friendly staff. They show curiosity as they explore the activities available. However, children with SEND do not receive consistent support. The owner has not supported staff well enough and this has resulted in delayed responses to children's needs. The lack of prompt referrals to outside agencies means children do not receive the support they require to help them make at least good progress.
- Children enjoy the activities available. They paint on easels, expressing their creativity and imagination. Children pretend to build the 'great wall of China' using wooden blocks and referring to photographs to help them. However, the implementation of the curriculum is not yet good. Staff often find it difficult to keep children engaged in learning as activities do not consistently meet their needs.
- Staff ensure children develop an understanding of healthy lifestyles. The manager has made changes to the lunch menu to include nutritious and freshly prepared meals. After lunch, children brush their teeth and develop an awareness of oral hygiene. Children have plenty of opportunities to play outdoors in the fresh air. They enjoy climbing trees and learning how to manage

and take age-appropriate risks.

- Overall, partnerships with parents are effective. Parents comment on how their children enjoy coming and how staff provide information about children's day both verbally and through an online communication system. However, staff do not always gain information about children's care routines from home to enable children to rest when they need to.
- Children develop their independence skills well. They persevere when putting on their coats and wellies and know where to hang their belongings. At mealtimes, staff encourage children to self-serve and use knives and forks for eating. Afterwards, children wipe their face and hands with individual flannels, helping to develop their autonomy skills.
- Staff use clear language and actions to help children to understand and follow instructions. For example, when children are playing in the garden, staff use their fingers to represent numbers as a countdown for going back inside. This helps children to understand what is happening next.
- The manager is keen to promote children's literacy skills. She is in the process of setting up a 'lending library' where children can borrow books to share with family members at home. Children have access to a variety of books in the nursery, where they can access these independently.

## Safeguarding

The arrangements for safeguarding are effective.

The owner and staff understand their responsibilities in protecting children from harm. They know who to contact should they have concerns about children's welfare, including from extreme views and behaviours. Staff provide information to parents about how to keep their children safe online. The premises is secure. An intercom system and closed-circuit television is in place to prevent potential unauthorised persons from entering the building. Staff help children to learn the nursery rules, such as using 'walking feet' inside and support them when climbing up different tiers in the outdoor area.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure all children, particularly those with special educational needs and/or disabilities, receive appropriate support from other professionals in a timely manner to help them make the progress they are capable of	17/03/2022

support senior managers in fulfilling their roles to enable children to move rapidly forward in their development	17/03/2022
tailor the implementation of the curriculum more precisely to meet children's individual needs and interests to help them sustain concentration and engage actively in learning.	17/03/2022

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

- further develop partnerships with parents to gain an understanding of children's care routines at home to support their personal needs even more.

## Setting details

<b>Unique reference number</b>	EY411404
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	10221741
<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>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Bright Sparks Childrens Centre Limited
<b>Registered person unique reference number</b>	RP524016
<b>Telephone number</b>	01752 225115
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

Bright Sparks Children's Centre Ltd registered in 2004. It operates from rooms within Mount Carmel Church in Efford, Plymouth. It is open each weekday from 7am to 6pm for 51 weeks of the year, except for bank holidays. There are five members of staff who work with the children, three of whom hold qualifications at level 5 and 6. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Joanne Steward

## 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 owner and has taken that into account in her evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager and the inspector carried out a learning walk together and talked about the curriculum and what they want children to learn.
- The inspector and the owner carried out a joint observation of an activity and discussed the quality of teaching.
- The inspector spoke to staff and the manager about how they support children with special educational needs and/or disabilities.
- Parents views were sought about the quality of the provision. The inspector played a game of hide and seek with the children.

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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