

# Inspection of Bright Sparks Day Nursery & Pre-School

King's College Hospital Nhs Foundation Trust, Orpington Hospital, Sevenoaks Road,  
Orpington, Kent BR6 9JU

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Inspection date: 8 April 2025

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

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

### The provision is inadequate

The provider does not have an appropriate understanding of their role and responsibilities. The lack of an overview of the setting has led to low morale and poor staff well-being. Ineffective safeguarding policies and procedures do not appropriately guide managers to know what to do if they have concerns about children's safety and well-being.

Staff do not provide a clear and ambitious curriculum that offers appropriate levels of challenge and meets the needs of all children. Interactions are inconsistent, and some staff lack understanding of how children learn. This means they are unable to support children's development effectively. For example, young children do not have opportunities to explore resources independently or have a go at doing things for themselves.

Staff are warm and kind towards children. They offer cuddles and reassurance when children need them. This helps children to feel secure and build positive relationships with others. Staff are generally good role models for children. They say 'please' and 'thank you' and encourage children to be kind to others. Staff are clear about how they expect children to behave, and children generally behave well. Staff praise children for attempting to do things, such as riding bikes and using the monkey bars in the garden. This supports children's self-esteem and helps them to feel proud of their achievements.

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

- The provider has not ensured they understand and meet the requirements of the early years foundation stage statutory framework. This includes ensuring the manager and all staff have the necessary supervision, training, knowledge and support to fulfil their roles to the best of their abilities. Additionally, the provider does not show a good understanding of the procedures to keep Ofsted informed of significant changes to the setting. This lack of overview impacts on the quality of education provided and compromises children's safety.
- Managers do not have a secure knowledge and understanding of the correct procedures to deal with allegations against a member of staff. Additionally, they do not ensure that all records are accessible and available to demonstrate that staff have completed mandatory training. This compromises children's safety.
- Managers show a strong commitment to improving the quality of education for children. However, they have not implemented a well-designed and purposeful curriculum across the nursery. Activities lack challenge and do not meet the needs of individual children, particularly for those who have special educational needs and/or disabilities. Despite this, managers are aware of the referral procedures to access support and liaise with other professionals involved in

children's care and education.

- Staff interactions and engagement with children are variable and sometimes poor. They do not promote children's communication and language development well. Overall, staff show a weak understanding of how to support children's individual needs and next steps. For example, sometimes, children wander around the room for long periods of time without support from staff. This compromises their progress.
- Staff do not promote and encourage children's independence well, especially for those children who will move on to school. For example, staff serve children's food and water during mealtimes, rather than encouraging children to practise for themselves. This does not support children's self-help skills or prepare them for their next stage in learning.
- Waiting times between activities are too long for the ages of the children. For example, children sit at the table for a long time, waiting for their lunch to be served. This causes children to become bored and lose focus. Children know the routine and follow it well. For example, young children know what to do when they wash their hands.
- Overall, parents say they are satisfied with the care provided at the nursery. They share how they are kept informed about children's day-to-day activities and learning through daily conversations and meetings. Parents are made aware of their child's key worker and feel they can raise concerns if there is anything they are worried about.
- Children have opportunities to practise using their big muscles. They climb the outdoor equipment and ride bikes. Meals and snacks are healthy and nutritious. Some staff talk to children about making healthy choices and the impact these have on their bodies. At times, staff talk to children about safety. For example, they show them how to use equipment in a safe way. This helps children to understand risks and how to minimise them.

## Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

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

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

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|  | <b>Due date</b> |
|--|-----------------|

|                                                                                                                                                                                                                    |            |
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| improve the provider's understanding of their role and responsibility to effectively oversee the setting and ensure that managers and staff receive the support they need to improve their well-being and practice | 28/04/2025 |
| ensure managers hold appropriate knowledge and understanding of the correct procedures to follow if an allegation is made against a member of staff                                                                | 28/04/2025 |
| implement a robust supervision system to effectively identify staff training needs and provide ongoing professional development opportunities to improve the quality of teaching and learning                      | 28/04/2025 |
| ensure relevant records are accessible to demonstrate staff have successfully completed all mandatory training                                                                                                     | 28/04/2025 |
| build a curriculum that is clear, ambitious and consistently implemented across the setting, for all children, with a particular focus on communication and language development                                   | 28/04/2025 |
| take action to ensure staff provide high-quality interactions and engagement that consistently and securely promote children's development                                                                         | 28/04/2025 |
| provide opportunities for children to practise their self-help skills to promote independence and active participation in the activities                                                                           | 28/04/2025 |
| establish routines that minimise waiting times and meet children's individual needs, to promote their focus and attention.                                                                                         | 28/04/2025 |

## Setting details

|                                                    |                                              |
|----------------------------------------------------|----------------------------------------------|
| <b>Unique reference number</b>                     | 2528505                                      |
| <b>Local authority</b>                             | Bromley                                      |
| <b>Inspection number</b>                           | 10393186                                     |
| <b>Type of provision</b>                           | Childcare on non-domestic premises           |
| <b>Registers</b>                                   | Early Years Register                         |
| <b>Day care type</b>                               | Full day care                                |
| <b>Age range of children at time of inspection</b> | 0 to 4                                       |
| <b>Total number of places</b>                      | 65                                           |
| <b>Number of children on roll</b>                  | 39                                           |
| <b>Name of registered person</b>                   | King's College Hospital NHS Foundation Trust |
| <b>Registered person unique reference number</b>   | 2528502                                      |
| <b>Telephone number</b>                            | 01689865246                                  |
| <b>Date of previous inspection</b>                 | 9 September 2021                             |

## Information about this early years setting

Bright Sparks Day Nursery & Pre-School registered in 2019. It is situated in the grounds of Orpington Hospital, in the London Borough of Bromley. It operates Monday to Friday, from 7am to 6.30pm, all year round, providing care for children of staff in the King's College NHS Foundation Trust. The nursery employs 17 members of staff, all of whom hold childcare qualifications at level 3 or above.

## Information about this inspection

### Inspector

Sonia Ferreira

## Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager and inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector and the manager looked at training records and discussed relevant policies.

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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