

Inspection of Bright Sparks Day Nursery & Pre-School

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

Inspection date: 9 September 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and well cared for in the nursery environment. All children develop strong relationships with their key person and settle quickly on arrival. Due to the COVID-19 (coronavirus) pandemic, parents are currently dropping off and collecting their children from the front door. Staff provide daily feedback to ensure consistency in care for children. Children are encouraged to be active and develop their physical skills. For example, young children hold staff's hands as they learn to walk and manoeuvre their bodies as they enjoy using the slide. Older children skilfully climb on equipment, swing along the metal bars and balance along the wobbly bridge. Children learn about safety and follow rules to help keep themselves safe.

Children eagerly explore in the outside area. Staff increase children's understanding as they develop their mathematical skills through their play. Young children match colours as they choose balls to fit in the different sized drainpipes. They count leaves and sticks as they practise mixing in the mud kitchen. Older children learn about speed and direction as they race trucks down the hill. The explore capacity as they play at the water tray. Staff promote children's independence and encourage them to persevere when trying to complete tasks for themselves.

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

- Staff plan a range of exciting activities to promote children's curiosity and learning. They know children extremely well and extend their individual interests. Staff observe and assess children's progress, helping them to build on what they already know and can do. This includes children with special educational needs and/or disabilities. All children make good progress and are well prepared for their next stage of learning and subsequent move on to school.
- Parents talk very highly of the nursery. They acknowledge the hard work from the manager and staff in keeping the nursery open during the COVID-19 pandemic, to enable key workers to continue with their roles. Parents state their children are making good progress and have increased their language skills and confidence. Staff share ideas for children's learning at home. However, this is not consistent across rooms for all children.
- Staff demonstrate a good understanding of increasing children's language and communication skills. Staff use signs with younger children, repeat words and support children to extend their vocabulary. Older children engage in meaningful conversations and share their ideas. All children enjoy singing, action rhymes and sharing stories, which encourages a love of books and future reading.
- Children learn about healthy foods and caring for their bodies. Fresh food and meals are supplied by the hospital catering team, who cater for any dietary

requirements, food preferences and allergies. Staff extend children's understanding of making healthy choices as they engage in activities. For example, they paint using fruit, grow herbs and vegetables in the garden and pretend to go shopping. Children talk about cleaning their teeth and understand the importance of washing their hands.

- Children demonstrate a positive attitude to their learning. Young children display good concentration as they excitedly find a spider. They watch it move and hunt for the web. Older children discuss the different features of snails as they help to feed and care for them. Staff engage in conversations to extend learning and ask questions. However, on some occasions, children are not consistently given time to think and answer for themselves.
- Staff role model the behaviour they expect from children. They offer praise and encouragement and help children to make positive choices as they play. For example, children share resources and wait for their turn. Children use good manners and help to tidy up. Staff and parents celebrate children's achievements and display these on the 'proud clouds', which helps to raise children's self-esteem and understanding of uniqueness.
- The manager maintains regular appraisals of staff and monitors their practice. She recognises the impact of COVID-19 on her team and places a high importance on staff well-being. The manager and staff engage in peer-on-peer observations. This supports them to address any areas for improvement and continue to provide high-quality care. Staff state that the manager is supportive. They comment that she promotes further training and ensures that they manage their workloads effectively.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a good knowledge of the setting's safeguarding policy and keep their training up to date. They can identify the signs and symptoms that might cause them concerns about a child's welfare. Staff know what to do if they have any concerns and understand the procedures in place. The manager works closely with other professionals to help safeguard children and their families. Staff use risk assessments to help minimise potential hazards and maintain a safe environment. Staff are vigilant about safety and maintain correct ratios to keep children safe. Robust recruitment procedures are in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- review how information is shared with parents to ensure a consistent approach in extending children's learning at home

- build on staff's questioning techniques to enable children to have more time to think and answer for themselves.

Setting details

Unique reference number	2528505
Local authority	Bromley
Inspection number	10205875
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	39
Name of registered person	King's College Hospital NHS Foundation Trust
Registered person unique reference number	2528502
Telephone number	01689865246
Date of previous inspection	Not applicable

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 Kings College National Health Service (NHS) Foundation Trust. The nursery employs 17 members of staff, all of whom hold level 3 childcare qualifications or above.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in the evaluation of the setting.
- The manager and inspector completed a learning walk together around all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection.
- 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.
- Children told the inspector about their friends and what they enjoy doing at 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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