

Inspection of Bright Sparks Brentwood

Eagle Hall, The Drive, Warley, Brentwood, Essex CM13 3BH

Inspection date: 10 March 2025

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

Staff take great care to create a most welcoming, child-friendly and homely play environment. Children are warmly welcomed by staff who are genuinely pleased to see them. They take time getting to know children well before they attend. Therefore, children arrive happy and quickly immerse themselves in play. Activities are planned to support children's interests through play, and build on what they already know. The pre-school aspirations also underpin the ambitious curriculum with 'magical mathematicians', 'confident communicators' and 'marvellous movers'. Cosy areas of learning inspire children's curiosity to explore. They can access the good-quality resources they need to support their imagination and creativity. A well-resourced garden also provides children with exciting opportunities to learn outdoors.

The management team are committed to provide good-quality teaching and their passion is shared by the team of experienced staff. Children have established close and trusting bonds with their key person and demonstrate they feel safe and secure, as they confidently move around in their environment. Kind and attentive staff speak respectfully to the children. They are calm, nurturing and reassuring role models. They have high expectations for the children and praise them for their efforts. Therefore, children's behaviour is good. Children have made friendships. They play well together and show kindness to one another.

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

- The quality of teaching is good. The education programme ensures learning for all children. This means all children, including those with special educational needs and/or disabilities, achieve good outcomes and are prepared for their transition to school and for their successful future learning.
- Children's speech and language development is well supported. The pre-school is rich in language opportunities. Staff understand how children develop their language and communication skills. They engage children in meaningful conversations during play. Children enjoy spontaneous stories and singing. They enjoy cuddles, and huddle in groups as they listen intently to a favourite story. They confidently engage visitors to the pre-school in conversation and ask lots of questions.
- Children learn the importance of keeping healthy through daily routines. For example, they help themselves to a range of nutritious snacks that they help prepare. Children enjoy fresh air and exercise daily as they play in the garden. They understand the need to wash hands before eating, and when they have used the bathroom. Children are keen to participate in calming, yoga activities at the end of session. They listen intently to instruction as they learn breathing techniques.

- Staff are positively encouraged in their own professional development. There is a strong culture of reflective practice, and evaluating and sharing new ideas. For example, staff members share training attended and introduce new ideas, such as the introduction of ways children's art work can be celebrated. However, the provider has not considered ways to support staff in refreshing their knowledge of how to differentiate some activities and learning for the youngest children.
- Great emphasis is given to establish positive, friendly but professional working relationships with parents. Parents speak highly of the pre-school. They comment their children are very happy and settled. Parents are very complimentary about the friendly staff and appreciate the learning opportunities provided, and the support and resources provided to continue learning at home.
- Children enjoy dough-making activities. Lots of mathematical language is used to support the concept of numbers, size and measurement. For example, staff encourage children to count the scoops of flour needed. Children make predictions about which ingredients weigh more, and use scales to measure. Younger children enjoy using large tape measures in their play. Children match numbers, using props during singing sessions. Staff include shape counting and positional language during children's play.
- The management team recognise the importance of developing relationships with other early years settings children also attend. They understand the value of sharing children's learning and progress, to provide continuity when children attend more than one setting, or with other agencies that may be supporting the child. In addition they positively welcome other settings to visit the pre-school to share good practice.

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:

- provide support and training opportunities for staff to strengthen their knowledge of how to promote activities that ensure the youngest children are able to fully participate.

Setting details

Unique reference number	2713331
Local authority	Essex
Inspection number	10375948
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	35
Number of children on roll	50
Name of registered person	Wishing Wells Day Care Ltd
Registered person unique reference number	RP534400
Telephone number	07901191685
Date of previous inspection	Not applicable

Information about this early years setting

Bright Sparks Brentwood registered in 2022 and is situated in Brentwood, Essex. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 or above. The pre-school opens Monday, Tuesday, Wednesday and Friday, 8.15am until 3.45pm, during term time. It provides government funded early education for all eligible children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- The manager and the inspector completed a learning walk together and discussed the curriculum and what it is that the team want the children to learn.
- Children spoke to the inspector during the inspection.
- Parents provided the inspector with oral and written feedback at the inspection.
- The manager and the inspector carried out a joint observation together.
- The inspector spoke with the staff team during the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of the staff working in the pre-school.

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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