

Inspection of Bright Sparks Montessori School

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| Inspection date: | 11 July 2024 |
| **Overall effectiveness** | **Good** |
| The quality of education | **Good** |
| Behaviour and attitudes | **Good** |
| Personal development | **Good** |
| Leadership and management | **Good** |
| Overall effectiveness at previous | Outstanding |

Gilbert Road, Frimley, Surrey GU16 7RE

inspection

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

**The provision is good**

The manager and staff work well with parents. Staff get to know children, and keyperson relationships are strong. They provide a warm welcome to children as they arrive, and children are eager to get involved in the activities on offer. This helps children develop a positive attitude to learning. Children are happy and settled.

Staff place a focus on supporting children to become confident communicators and use a range of spoken language, read to children and sing a variety of songs and rhymes. Children are developing good language skills. For example, staff read books that children are familiar with and encourage children to join in and repeat known phrases. Toddlers join in the actions of songs and sing some of the words. Staff have undertaken training to support children's language and communication skills. Consequently, they plan daily sessions with the children. This helps children broaden their developing vocabulary. Older children make good progress in their early mathematics. Staff challenge children and introduce activities to further their understanding in numbers.

Staff encourage children's good behaviour. For example, they teach children to use a sand timer as they take turns on the swing outside. This helps children develop their friendships and socials skills.

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

* The manager and staff are passionate about delivering high-quality care and education to the children, following the Montessori philosophy curriculum. They have a clear understanding of the learning intentions within their curriculum, which is well sequenced to help children to remember previous learning. This helps children to consolidate and build on their prior knowledge. n In the main, staff support children's learning well. Children persist at activities, such as painting, for extended periods of time. They confidently join in with games, such as naming the different items of clothing for various weathers. However, at times, staff do not consistently adapt their teaching when activities need to be extended or reshaped, to precisely target individual children's learning intentions. n Staff plan opportunities throughout the day so children benefit from regular fresh air. For instance, children develop their large-muscle groups using ride-on cars, digging in the sand tray, and swinging on swings with their friends.
* Staff support children who speak English as an additional language. They learn words in their home language to help children to develop a good understanding of English. Staff monitor children's language development and assess their progress carefully. This helps them plan precise activities to support their communication and language.
* Staff mostly organise routines well in the pre-school. They encourage children to become independent in their self-care, ready for the move to school. For example, children find their own coat pegs and take care of their belongings. They find their name and self-register before changing into their indoor shoes. Mostly, staff have high expectations for children's good behaviour. However, they do not always explain to children what they expect from them. This means, at times, children become less focused and unsure of what to do next. n All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting points. The manager and staff work closely with other professionals to ensure that children with SEND receive tailored support for their individual needs. Staff are skilful in ensuring that children who have additional medical needs have robust health care plans in place. They work seamlessly with parents and health care professionals to ensure children's safety and well-being is of the highest priority. n Partnerships with parents are very strong. Managers invest time in getting to know the children and their family well before they attend. This helps them build trusting relationships with the parents. Staff share regular information with parents about their children's learning. n The manager is passionate about the pre-school and her team. Staff say that they feel well supported in their roles. Newer members of staff appreciate the support they receive to continue to develop professionally.

# 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 staff teaching to take account of, and respond to, the unique ways in which children learn
* review and improve how activities and routines are organised, to help all children learn what is expected of them.

# Setting details

**Unique reference number** EY334579

**Local authority** Surrey

**Inspection number** 10350878

**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**

2 to 4 **inspection**

**Total number of places** 30 **Number of children on roll** 43

**Name of registered person** XCD Services Limited

**Registered person unique reference number** RP535204

**Telephone number** 01276 677415 **Date of previous inspection** 7 September 2018

# Information about this early years setting

Bright Sparks Montessori School registered in 2006. It is located in Camberley,

Surrey. The pre-school opens during school term times from Monday to Friday, 8.30am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery employs nine members of staff, of whom eight hold relevant qualifications.

# Information about this inspection

**Inspector** Kelly Lane **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 provider and has taken that into account in her evaluation of the provider.
* The manager and inspector completed a learning walk across all areas of the pre-school to understand how the curriculum is organised. n A joint observation of an activity was carried out by the inspector and the manager.
* The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact that this has on children's learning. n The inspector held a number of discussions with staff and children at appropriate times during the inspection. n The inspector held a meeting with the manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the preschool.

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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