



Sparkles Pre-School

Inspection report for early years provision

Unique Reference Number	EY330155
Inspection date	15 September 2006
Inspector	Lisa-Marie Jones
Setting Address	Shirley Parish Halls, Wickham Road, Shirley, Croydon, Surrey, CR0 8TB
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Registered person	Kim Benham
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

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THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Sparkles Pre-school is a privately owned pre-school. It has been registered since February 2006. It operates from a parish hall in Shirley, which is in the London borough of Croydon. Most of the children who attend the pre-school live in the local area. The premises comprise of an open plan play room, toilet facilities and kitchen facilities. Children also have access to a secure garden area.

The pre-school is open each weekday from 9:30 - 12:00 during term time. It offers

session day-care for 27 children from two to five years. There are 30 children on roll, 11 of whom receive funding for education. They support children with English as an additional language.

There are seven staff who work at the pre-school including the registered provider who acts as the manager, four of whom have relevant childcare qualifications and two are undertaking training in child care. The nursery liaises with the Early Years Development and Childcare Partnership (EYDCP) for support and training.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff take positive steps to promote the good health of children. Children are cared for in a warm and clean environment, where they learn about the importance of good hygiene and personal care through daily routines and through topics, such as water, and the role plays in personal care, hygiene and cross-infection. Children are further protected from the risk of cross-infection because staff follow effective health and hygiene procedures, although, children do not have suitable hygienic facilities to dry their hands.

Staff keep appropriate and accurate records and appropriate measures are taken when children are ill. There are comprehensive policies on illness and procedures that need to be taken, and followed by staff and parents to promote the health of the children. Parents are given good information about what they need to do when a child is unwell and the exclusion times from the pre-school to protect other children and staff's health. The registered provider is a trained paediatric nurse and is trained to administer lifesaving medication, such as Epipens and asthma pumps, should a child need such medication. Staff are first aid trained and stocked first aid boxes are kept on site and used during outings.

Children benefit from having healthy and nutritious drinks and snacks which are adequate in quantities for their needs. The food is properly prepared and complies with dietary and religious requirements. Children are beginning to understand the benefits of a healthy lifestyle. Topics and activities are planned to teach the children about the importance of a healthy lifestyle and how the body works, for example, they have introduced "Fruity Friday" and "Cheesy Chuesday" to encourage children to prepare and eat healthy snacks.

Children enjoy a wide range of activities, which contribute to their good health. Each day there are planned activities both indoors and out, to help them develop control of their bodies, for example, taking part in musical games and using large wheeled vehicles. Activities are planned by a qualified fitness technician to teach the children to become aware of the way activity affects their bodies and to know when they need a drink or a rest. All children had the opportunity to take part in the annual sports day and were encouraged to try activities, such as throwing bean bags and parachute games. Children demonstrate a good sense of space and move confidently around the pre-school.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe, secure and suitable for their purpose. Children have ample space to play and are able to move around safely, freely and independently as effective risk assessments take place both in and outdoors on a regular basis and actions are acted upon quickly and effectively. For example, the registered provider observed that the garden was not secure enough to protect children from the general public and users of the car park and so with the co-operation of the committee members of the parish halls, they have refurbished and enclosed the area and erected secure safety gates to protect children when they are onsite and when using the garden. Children understand how to keep themselves safe and to maintain their own safety inside and outside of the nursery, this has been done by undertaking activities, such as road safety awareness, and reinforcement of rules on the premises, such as not running and throwing toys. Children are kept safe on the premises and during outings as staff follow effective written policies and procedures.

Children are cared for in a welcoming environment where they feel a sense of belonging and have access to the necessary facilities for a range of activities which promote their overall development. The environment is bright and cheerful and displays depict children's achievements and there are photographs of activities that they have taken part in. They have access to a wide variety of appropriate resources and equipment that are well maintained and conform to safety standards. Staff organise the environment to create an accessible and stimulating place where children are beginning to independently select activities. Staff monitor and supervise children's choice of toys to make sure they are safe and appropriate for their age and stage of development.

Children's welfare and safety are given high priority and local child protection procedures, approved by the local area child protection committee, are complied with. Children are highly supervised at all times by suitably qualified and experienced staff who have all undergone relevant vetting procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children's individual needs are met and their welfare is promoted. They settle well at the pre-school, they enter confidently and make themselves at home. Children's independence is developing very well, as they choose between a variety of toys, books and activities, which appeal to all. They do not use the Birth to three matters framework as the majority of the children attending are almost three when they start and are eligible for funded education, however, the registered provider said that they will attend training as she feels it would enhance the pre-school's practice for the younger children. Staff plan activities accordingly and are able to adapt activities well to promote younger children's learning and ensure that children enjoy their time at the pre-school. Younger children benefit greatly from being with the older children as they have a positive influence on their behaviour and learning. For example, during the inspection lots of the children were new to the setting and settling in on their first

day, the older children knew the routines and were able to model what was expected of them and how to behave. Children are really happy and busy and really enjoy their time at the pre-school, behaviour is good and friendships are formed and they play well together. Children explore their environment and relish new activities and experiences, they play well in role play situations and are really involved in what they are doing and are able to extend on their learning and play. Children understand the rules and are able to tell staff when they are upset or if things go wrong for them or if they need help.

Nursery Education

The quality of teaching and learning is good. Children make steady progress towards the early learning goals with the support of staff, who have a good understanding of the Foundation Stage and of how children develop and learn. They plan a range of activities based on real life situations that help children progress in all areas of learning. They are good role models and demonstrate a positive attitude towards learning with an enthusiastic and calm manner. Staff encourage children to make choices by organising the toys and resources so that they are easily accessible. Staff are constantly communicating with children during activities and praising their achievements, therefore, building on their self-esteem. Children's written assessments are not always kept up-to-date, and do not always clearly show the next steps of learning. Evaluations of focused activities do not always demonstrate that teaching strategies have been successful in meeting the learning aims or outcomes of activities. Written planning does not take into account children's individual needs.

Children develop very good relationships with adults and other children in the nursery. They learn to co-operate and work well together by playing games, taking turns and helping to tidy up. Children are beginning to understand differences in their lives and to the lives of others around them, through looking at festivals and countries during topic work. Children talk happily about their home life and family. Children listen and concentrate well on chosen and adult-led activities. Children are very independent and happy and enjoy their time in the pre-school. They attend to their personal needs, such as dressing and undressing and helping themselves to snacks and drinks.

Children speak very confidently to peers and adults. They talk openly during activities about themselves and their families. They express their ideas and experiences well using good vocabulary. Children have access to a range of writing materials and have opportunities to recognise and to practise writing letters and simple words, such as their names. Children enjoy books and handle them carefully, they spend time 'reading' and sharing books with friends and adults and can re-tell well-known stories by looking at the pictures. More able children do not have many opportunities to explore linking sounds to letters.

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Children are beginning to understand the concept of simple addition and subtraction, they can say what is one more or one less and attempt to add two groups of objects. Children's understanding of space, shape and measure is developing well, they recognise the properties of simple shapes and three-dimensional shapes and make

patterns using shapes and pegs. Children learn how to use numbers in everyday situations and show that they understand size and shape through practical activities, such as how many children can we fit in a box and if we move things around can they fit in.

Children investigate using their senses. They discuss similarities and differences using natural objects, such as observing snails, and can use equipment, for example, magnifying glasses, to do so. There are limited opportunities to use information and communication technology and programmable toys and equipment to aid their learning and to question why and how things work. Children are beginning to understand past and present, they discuss people, places and events in their own lives. Children learn about different cultures and beliefs through well-planned topic work.

Children practise fine motor co-ordination using a basic range of tools and equipment, such as cutting paper with scissors, control with pens to draw, brushes to paint, threading activities and by using malleable equipment, such as dough. They are also taught the importance of using equipment, such as scissors, safely.

Children use their senses to explore and describe experiences, such as tasting different foods, listening to music, and feeling a range of textures that are manufactured and natural. They play musical instruments and experiment with sound independently. Children have good opportunities to develop their imagination in role-play situations. They really enjoy craft and messy activities, such as making salt dough, which they have regular access to. They make collages and models with recycled materials and regularly take part in cooking sessions.

Helping children make a positive contribution

The provision is good.

Equality of opportunity and anti-discriminatory practice is actively promoted for all children. Children have access to a meaningful range of activities and resources to promote a positive view of the wider world and increase their awareness of diversity and their understanding of others, for example, the children talk about celebrations across the world and look at cultural differences across countries.

The provision fosters children's spiritual, moral, social and cultural development.

Children of all abilities are given fully inclusive care by staff encouraging children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. There are good systems in place to support and monitor children who have identified learning difficulties and/or disabilities. Close liaison with parents and other professionals ensures all children's needs are planned for and worked towards.

Children are helped to understand responsible behaviour. Staff reinforce appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Partnership with parents is good. Children are cared for by staff who work closely with parents to meet their needs. Parents receive good information about the Foundation Stage. The information outlines what and how children will learn, this ensures parents understand that play has an important role in developing children's skills for the next stage of learning. Staff involve parents in their child's learning through regular newsletters, which give suggestions regarding activities that can extend learning at home and the parents' notice board has information of the activities that are taking place. Parents are not able to contribute to their child's assessment through regular parents' meetings. Parents state that they are more than happy with the service that is provide but would like more opportunities to share their children's progress on a formal basis.

Organisation

The organisation is good.

Children feel at home and at ease in the well-organised environment. This means they are confident to initiate their own play and learning. Staff follow good policies and procedures to promote the welfare, care and learning of children. Parents are kept well informed about the service and their child's activities, this contributes to continuity in the children's care. Children are cared for by suitably qualified and experienced staff who have a good understanding of child development. Robust recruitment procedures are in place to ensure staff are vetted appropriately.

Leadership and management of the care and nursery education is good. The registered provider takes an active part in the daily running of the nursery and has devised and implemented an effective action plan since the pre-school has been open. Lots of effort has been made to build up the staff team and promote a positive team spirit, which is evident as the staff work well to support each other and they respond positively to new changes within their working practices. There is a strong commitment to develop and improve the provision and good use is made of available outside support, for example, through accessing training for staff, successfully applying for an inclusion grant and making vast improvements to the outside area. There are effective systems in place to monitor and evaluate the curriculum, in order to identify strengths and promptly address areas for improvement.

The required records, policies and procedures which contribute to children's health, safety and welfare are all maintained, however, a complaints procedure is in place, but a complaints log has not been implemented. Policies and procedures work effectively in practice, as staff are kept up-to-date through meetings and formal supervision sessions.

Overall, the setting meets the needs of the range of children for whom it provides care.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide hygienic hand drying facilities
- ensure that parents have regular opportunities to discuss and review their children progress
- devise and implement a complaints log

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide children with a range of information communication technology and programmable toys and equipment and explore why and how things work
- improve the current assessment and planning system to include children's next steps
- provide more opportunities for children to be exposed to linking sounds to letters

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