

# Sparklings Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY330654
<b>Inspection date</b>	26 April 2007
<b>Inspector</b>	Bernadina Laverty

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<b>Registered person</b>	Sure start Sparkbrook
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Sparklings Community Day Nursery is run in partnership with Sparkbrook Children's Centre, and is situated in the Sparkbrook area of Birmingham. It opened in 2006 and operates from two rooms in a refurbished building with access to an outside play area. A maximum of 10 children aged from six weeks to five years old may attend at any one time. The centre serves the local area and offers full day care for children aged three to eight years.

There are currently six children on roll, 10 of whom are funded for nursery education. The setting supports children with special needs and children who speak English as an additional language. The centre opens five days a week, all year round and is open from 08:00 until 18:00.

There are four staff working with the children, all of whom have early years qualifications in education and child care. The setting receives support from the early year's department of the local authority.

The children's centre offers additional services which include early year's outreach services, a speech and language support team and community health workers.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children stay healthy because they are encouraged to learn about personal hygiene through daily routines. They wash their hands before meals and after using the toilet. They are encouraged to brush their teeth after snacks and meals to promote dental hygiene. Disposable gloves and aprons are worn by staff for preparing food and changing nappies, reinforcing appropriate hygiene practice. Tissues are disposed of hygienically after children have wiped their noses. Feeding bottles and equipment are sterilised to ensure babies' health needs are met. Detailed procedures are in place to ensure children are cared for appropriately if they become ill. Staff attend regular first aid training. However, their knowledge of notifiable diseases is limited as they do not have access to an up-to-date list, which potentially compromises children's welfare. Children rest and sleep according to their needs because their home routines are well-respected. Regular sleep checks are recorded and children have their comfort toys for reassurance. Children play with safe and well-maintained toys and resources within a stimulating environment.

Children develop their physical skills because they have access to an outside area and a variety of activities that encourage different skills. They take part in threading, which encourages development of fine motor skills. Babies enthusiastically join in music sessions. They clap and smile whilst joining in action songs. Outside, children can pedal, move forwards, backwards and negotiate space. Children move with co-ordination whilst practising ball skills and trying to roll hoops.

Children have nutritious and well-balanced meals at lunchtimes. Babies are encouraged to hold a spoon and feed themselves. Main meals are provided by an outside caterer. Children's food allergies are clearly indicated on documentation, ensuring their dietary needs are met. Children have access to drinking water, ensuring they keep hydrated. At snack time, they help themselves to a wide selection of fresh fruit, grapes being the most popular.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a safe, welcoming environment. Staff are deployed effectively and are vigilant about children's safety. Access to the premises is monitored and staff and visitors are required to sign in and out. Visual safety checks are carried out by staff and documentation completed. However, the risk assessment lacks specific details relating to new equipment and unexpected hazards. This potentially compromises children's safety. Attendance registers include arrival and departure times and are regularly updated ensuring accuracy.

Children are kept safe on excursions because there are operational procedures for the safe conduct of outings to places including, the 'Sea Life Centre' and the 'Nature Centre'. Children are developing an awareness of fire safety through discussions and by practising fire evacuation procedures regularly. Fire safety is well-promoted as each play room has access to fire extinguishers and exits are clearly labelled.

Children are well protected as staff attend training so as to familiarise themselves with the signs of abuse and neglect and the reporting procedures. Child protection reporting procedures and guidance is displayed in the entrance hall.

## **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children take part in a range of activities which they find stimulating and enjoyable. The programme of activities is interesting and varied and includes trips to various locations, such as the 'Royal Mail Sorting Office', a 'Sikh Temple' and the local park for picnics. There is a varied selection of toys and equipment that is easily accessible and meets all aspects of children's development. The homely environment ensures children can reach toys and equipment easily and they are learning to help to tidy-up as part of the routine. Children show initiative as they choose their own activities. Children's self-esteem and confidence is enhanced by staffs use of praise and encouragement and having their work valued and displayed throughout the nursery.

Children are learning through all of their senses by exploring a wide variety of sensory materials, such as sand, paint, water. Babies chuckle whilst playing with pop-up toys, shape sorters and during finger painting activities. They make music using drums and a glockenspiel. Babies respond well to the enthusiastic staff, established routines and meal times. They benefit from routines which are consistent with their home experiences. Planning and assessment systems to monitor children's progress are new and yet to fully incorporate the 'Birth to three matters' framework.

### **Nursery Education**

The quality of teaching and learning is satisfactory. This ensures that children make satisfactory progress towards the early learning goals. Staff have an adequate understanding of the Curriculum guidance for the Foundation Stage and the early learning goals. However, they lack experience and training in order to deliver the curriculum effectively. Delivery of the curriculum, planning and evaluation does not place sufficient emphasis on all areas of learning. Planning and assessment systems are still being developed and are new to staff. As a result, plans do not reflect children's differing abilities to ensure that children are effectively challenged. Plans are not yet consolidated to link into assessments and assist with future planning. The management team is aware of the areas for further development in their delivery of the educational programme and receive support from the early years teacher to address these areas for improvement.

Teaching is broadly planned to provide a balanced range of activities and experiences across the six areas of learning. Staff manage children's behaviour appropriately and clearly know individual children well. Children respond to the cosy environment and calm approach adopted by staff. The learning environment reflects the local community and the wider world. However, the opportunities for children to investigate, use technological equipment and extend their mathematical thinking are limited. Children with additional needs and English as an additional language are included in all aspects of play and make progress. Staff recognise and prioritise the importance of working in partnerships with parents and other professionals.

Children get on well together and work alongside each other during activities. They welcome children who arrive for the afternoon session by saying 'hello' and inviting them to sit beside them on a cushion. They are courteous to each other saying 'excuse me', 'please' and 'thank you'. Opportunities to develop independence during daily routines are not always maximised, such as fastening their own coats, setting the table and clearing away after mealtimes. Children are developing some mathematical skills through play. Whilst playing outside, they draw circles and triangles on a chalk board. Children can match shapes by recognising similarities and

orientation, whilst completing a shape puzzle. They count seven collage squares on their pictures. However, children do not see numbers as labels in the main playroom and opportunities for children to explore number, calculation and patterns are not delivered frequently enough. Children are encouraged to develop an appreciation of books as the nursery has introduced a 'home reader scheme' which involves children taking books home. They dress-up as characters from books to celebrate 'World Book Day'. Children are learning about how stories are constructed as staff point out the author and illustrator whilst reading a story. They are supported in developing the skills needed for writing, letter formation and practise writing their names.

Children have planted sunflower seeds and are fascinated by their rapid growth. They take responsibility for watering the seeds. Children are involved in discussions about the weather and know they need an umbrella if it is raining. Children are developing refined movement skills. They can pedal and negotiate space well during outside play. They are developing their hand and eye co-ordination by using tools whilst playing with dough. They cut, roll and extrude play dough through a syringe. They talk about making snakes and birthday cakes out of the play dough. Children use their imaginations during art activities by painting monsters. They use collage materials to make sunflowers. They are starting to recognise colours such as green, brown, yellow.

### **Helping children make a positive contribution**

The provision is good.

Children feel a sense of belonging as they arrive at this homely setting. Their individual needs are well-respected and catered for. Liaison with outside agencies and interpreters helps to support children's language, individual needs and translate information for parents. Children are beginning to learn about diversity through activities that look at different festivals including 'Easter' and 'Vaisakhi'. Toys and resources reflect positive images. This ensures that children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is good. They are encouraged to share and take responsibility for their actions. They are developing a sense of right and wrong by pointing out to each other they need to wait their turn before painting. Staff handling of behaviour is developmentally appropriate, respecting individual children's level of understanding and maturity.

Partnership with parents regarding care and nursery education is good. Staff welcome parents into the setting and are establishing trusting, meaningful relationships with parents. Settling-in arrangements for children are very flexible and staff are extremely sensitive to children's home circumstances. Children can take home 'Sparky the bear' and make comments in a diary. This helps children to develop links between home and nursery. Daily feedback sheets help to keep parents informed about children's routines and progress. Parents receive information regarding the educational programme and staff have established effective communications systems with parents to discuss concerns. Parents share their skills with the nursery by giving talks and presentations about their professions, including the role of a Nurse, Dentist and Police Officer. The nursery is planning to offer training and parent's workshops to further enhance educational opportunities for parents.

## **Organisation**

The organisation is satisfactory.

Children benefit from attending this homely, welcoming nursery. Staffing ratios particularly support children's care, learning and play. Staff are motivated, dedicated and work well together as a team. Training opportunities are plentiful and consistent cover arrangements ensure continuity of care for the children. Children's personal information is stored securely which helps to maintain confidentiality.

Policies and procedures are in place and regularly updated and developed in response to practice issues. Recruitment and vetting procedures ensure children are protected and cared for by staff with knowledge and understanding of child development. However, procedures have yet to be finalised to check 'ongoing suitability' of staff, which potentially compromises children's welfare.

Leadership and management of Nursery Education is satisfactory. This contributes to children making satisfactory progress towards the early learning goals. The management team has a clear vision for the future in wanting to promote an inclusive environment in which every child matters. The manager acts as a good role model in motivating the staff team and prioritises their professional development. The curriculum is being evaluated to identify strengths and areas for improvement. Overall, the provision meets the needs of the range of the children for whom it provides.

## **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 or Ofsted to take any 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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **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):

- update knowledge of notifiable diseases identified as such in the Public Health (Control of Disease) Act 1984

- ensure the risk assessment of the premises is regularly reviewed and updated to include new equipment and all unexpected hazards
- update recruitment and selection procedures for checking 'ongoing suitability' of staff.

### **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):

- increase staff knowledge of the foundation stage to enable them to plan activities in all areas of learning that sufficiently challenge and extend children's learning
- ensure planning, assessments and evaluations maximise opportunities for children to develop mathematical concepts, investigate, use technological equipment and be sufficiently challenged
- increase opportunities for children to develop independence through daily routines.

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