

# Sparklers Pre-School

Inspection report for early years provision

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**Unique reference number** 109086  
**Inspection date** 07/07/2009  
**Inspector** Christine Pollitt

**Setting address** Peatmoor Community School, Pepperbox Hill, Peatmoor,  
Swindon, Wiltshire, SN5 5DP  
**Telephone number** 01793 875777  
**Email** Sparklerspreschool@hotmail.com  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

## Description of the setting

Sparklers Pre-School opened in 1990. It operates from a room in Peatmoor Community Primary School and has full disabled access. It is on the Early Years Register. A maximum of 21 children aged from two to under five may attend the setting at any one time although, at present, there are no children under three years of age. The group is open five days a week during school term time. Sessions are from 09.15 until 11.45 and 12.15 until 14.45. All children share access to a secure, enclosed outdoor play area. There are currently 55 Early Years Foundation Stage children on roll, 54 of whom receive funding. The group currently supports children with special educational needs and children who speak English as an additional language. The setting employs six staff. Five of the staff, including the manager, hold appropriate early years qualifications. The pre-school receives support from the local authority and works in partnership with the school on the same site.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. This is a good pre-school where children make good progress in their learning. Staff work closely together to ensure inclusive practice where the needs of all children are met. Welfare provision is good so children are secure at all times. Partnership with parents, the local school, and other agencies are good. The pre-school has effectively addressed the issues from the previous inspection, and capacity for further improvement is good.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- continue to promote children's development across all six areas of learning, especially by including children in planning the next steps in their learning
- increase the involvement of children and parents in their individual progress books

## The leadership and management of the early years provision

Staff work very well as a team to ensure the smooth running of the pre-school, and share a commitment to continuous improvement. The required policies and procedures, including safeguarding, are regularly reviewed and updated. Staff are carefully vetted, alert to health and safety issues and have regular training. Consequently, children are well protected.

The committee, manager, and staff team work together to evaluate the provision, and to identify and address priorities for future development. Self-evaluation takes into account the views of the children, parents, carers and other agencies. As a result, the pre-school is responsive to the needs of all the children. However,

children have few opportunities on a daily basis to be involved in planning the next steps in their learning, and the activities for the following session.

Parents have positive views of the pre-school, and say that their children really enjoy coming every morning. They appreciate 'the committed, friendly staff' and the 'very good safety on the site'. They know the children are safe and well cared for. Parents note improvements in their child's letter and number work, and their growing knowledge of the world around them. Staff liaise effectively with parents but, despite using individual progress books of achievement for the children, they have few opportunities to share all the information with them on a regular basis.

The pre-school works closely with the school on the site, especially the reception class. They share resources and play together during morning breaks. They have strong links with the reception class teacher who visits the children regularly in the term before they are admitted to the reception class. This liaison ensures that information on children's progress and well-being is shared. The school staff and pre-school staff work together to secure smooth transition for each child.

## **The quality and standards of the early years provision**

Children are eager to take part in the activities offered in this welcoming and secure environment. As they arrive, they choose their activities, and soon become engrossed in play. Attractively displayed children's work reflects their interest in the world around them.

The staff have a good understanding of effective behaviour management and children are very aware of the expectations for how they should behave. They are especially polite and considerate of each other. All adults assess the children and use their assessments to plan together for the next steps in each child's learning. The staff have good knowledge of the individual strengths and weaknesses of the children and ensure the children make good progress in relation to their starting points. Planning shows a clear focus on children's interests, with activities led by an adult clearly identified and opportunities for assessment highlighted.

Children are made to feel valued and secure. They play together well with all ages, including the reception class children at break-times, which contributes effectively to the development of their social skills. Children are mostly confident, independent and able to spontaneously select their own resources to investigate their environment. Consequently, children are well prepared to start school.

An appropriate range of resources in all areas of learning effectively contributes to raising the children's achievements at all ages. Children use their imagination well and develop all their skills both inside and outdoors. The children understand the rules of the group and are aware of staying safe around other children. They are learning to use a range of tools with skill, and very much enjoy using real hammers, nails and sandpaper under excellent supervision. They paint enthusiastically and enjoy mixing the different colours. Children enjoy playing in the outstanding outside area, and especially in the water play. Their imagination is captured with a dinghy and surfboards in the garden area, and a group of children

acted out a storm at sea. The outdoor environment provides well for children's physical activity with wheeled toys and bicycles, and for exploration and investigation. Children use this area with confidence and are able to both share activities with one another, and to play independently. They show good levels of attention and concentration. They are happily developing good speaking and listening skills because every opportunity is used to develop language and extend vocabulary.

Understanding how to stay healthy is evident at snack time when they wash their hands with no reminder. They are very confident and independent as they make their own healthy snacks and wash their plates and cups when they are finished. They develop good social skills as they sit together to chat whilst they eat. The children love to explore their natural environment and particularly enjoy their visits to the conservation area in school where they are able to gain in independence and self-esteem, and develop their language and communication skills. They enjoy learning about their community especially when they visit the library and the local shops.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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