

Sparkles

Inspection report for early years provision

Unique reference number EY391398
Inspection date 04/11/2009
Inspector Liz Whitehead

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Type of setting Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Sparkles has been registered since 2009. It is run by a private partnership and provides care for children aged from three to 11 years. It operates from the Foundation Unit and the hall in Watersheddings Primary School in Oldham. Children have access to an enclosed outdoor play area. The pre-school is open Monday to Friday from 12.00 noon until 3.10pm and the out of school club operates Monday to Friday from 7.30am until 9.00am and 3.15pm until 6.00pm term time only. The play scheme is open from 7.30am until 6.00pm during school holidays.

The setting provides care for children on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time and there are currently 11 children on roll, all of whom are in the early years age group. A maximum of 45 children aged three to eight years may attend the out of school club or the play scheme at any one time. There are currently 29 children on roll, nine of whom are under eight years, with four of these in the early years age group. The setting welcomes children with special educational needs or disabilities and children with English as an additional language. There are four members of staff working with the children; of whom, three hold an appropriate qualification and one member of staff is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management of the setting is strong and successfully involves staff, parents and children as part of the effective evaluation system to maintain continuous improvement. Relationships with parents, other providers and agencies are well established and effective in ensuring that all children receive individual support and continuity of care. Therefore, all children make good progress in their learning and development. Thorough risk assessments and most of the required documentation is in place to keep children safe.

What steps need to be taken to improve provision further?

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

- obtain written parental permission for all children to take part in outings
- maintain records required for the safe and efficient management of the setting in an indelible format.

The effectiveness of leadership and management of the early years provision

Safeguarding policies and procedures are well understood by all the staff and parents and these are consistently implemented and monitored. Designated staff have a sound understanding of their roles and responsibilities and share their knowledge and skills with all the staff to ensure that children are protected. Vetting procedures are robust and ensure that staff working with the children have the appropriate qualifications, skills and experience to do so. Well documented risk assessments and daily safety checks ensure that hazards to children are minimised both indoors and outdoors. Prior to visiting the park for the first time, staff walked the possible routes to highlight potential risks and to establish the safest way to take the children. Some records are completed in pencil and staff do not have written permission to take all children on outings, which does not keep them fully safe whilst on outings. Security of the premises is well monitored ensuring that the staff have an accurate record of when visitors, children and staff are on the premises.

All children and their families are valued as individuals and equality of opportunity is firmly reinforced through creating an environment which celebrates diversity and encourages children to value and respect similarities and differences. Children thoroughly enjoy bringing their grandparents to the setting with them for the day which involves families in the children's learning. Feedback from parents, other professionals and children is strongly encouraged and highly valued. Staff consistently reflect on their practice and prioritise areas for further development, for example, revising the recording of observations to further incorporate children's individual interests. Communication with parents is highly effective and results in good partnerships. Parents are kept fully informed through displayed notices, open days and regular newsletters in conjunction with the school, and also through verbal exchanges of information. Parents value that staff are approachable and appreciate the close links with other settings which effectively support children to make a smooth transition between provisions.

The management place a high value on the professional development of all staff and strongly encourage them to regularly access relevant training to update and increase their knowledge and skills. This results in a well informed and motivated staff team and successfully creates an environment which supports good learning opportunities for both the staff and the children. Staff make good use of all available resources, especially the school in which they are based. Children and staff regularly make outings into the local community and visits from the advisory workers, police, nurses and fire fighters effectively support children's well-being, learning and development.

The quality and standards of the early years provision and outcomes for children

The staff have a good understanding of the Early Years Foundation Stage and confidently undertake observations of the children's development. Staff carry out

home visits, in conjunction with the school staff, and discuss with parents what children know and can do when they first attend. Regular observations detail what children achieve and ensure they are making good progress in all areas of learning. Staff are competent in planning for the next steps in children's individual learning and provide interesting and challenging opportunities to enable children to reach their full potential. The staff are proactive in adapting resources and equipment to ensure that all children are able to participate and are not excluded. All children thoroughly enjoy accessing the computer and interactive board both with and without adult support. More confident children happily assist their friends in using this technology.

Children behave well and staff consistently work in conjunction with the school staff to follow the 'Golden Ways' ensuring that children know what is expected of them through the setting of clear and realistic boundaries. Children remind their friends to use their 'walking feet' indoors and know this is important so they do not fall and hurt themselves. Staff make tidying up a fun activity and some children spontaneously clear away the toys they have played with, whilst others happily tidy up when gently reminded by the staff. Children benefit from high quality interaction and develop a positive self-image as staff consistently offer meaningful praise, support and encouragement and celebrate children's achievements. The children are developing a good understanding of the diversity of the world in which they live. This is enhanced through the celebration of traditions and festivals and accessing resources which positively reflect race, gender and disability.

Children clearly enjoy their time in the setting and make a valuable contribution to their own learning through influencing themes and activities. Staff skilfully adapt activities to follow children's interests and enhance their learning. Children really enjoy the story 'Going on a Bear Hunt', which is enhanced through a nature walk in the woods. Staff then further extend this by providing resources to enable the children to act out 'Goldilocks and the Three Bears' following the children's interests in bears. Staff naturally develop children's understanding of language and vocabulary and encourage them to challenge ideas through asking open ended questions, such as 'why did that happen?'. There are many opportunities for children to see and practise writing words. Older children confidently write their name on their picture and staff support younger children in this activity. Children use number and counting during everyday play, for example, they count as they skip and point to numbers and know that is their age.

Children recognise the importance of personal hygiene and understand that they need to wash their hands after visiting the toilet and before they eat. Additionally, they are strongly encouraged to make healthy choices at snack and mealtimes. Staff skilfully use activities in the home corner and stories to reinforce healthy options and ensure that children know that foods, such as biscuits may be eaten in moderation. The staff sit with children at mealtimes which creates a sociable and relaxed atmosphere, with children consistently demonstrating their independence and ability through pouring their own cereal and drinks. The children relish their time spent outdoors and use a good range of resources which encourage their physical development. Additionally, they visit the local community and regularly use the extensive school facilities for exercise and enjoying the fresh air. Staff naturally incorporate developing children's awareness of safety into daily routines

and activities. They remind children about using equipment, such as scissors safely, and they provide safety hats and high-visibility jackets in the construction area. Additionally, safety is integral to many themes, for example, a visit from the police to talk to children about safety at Halloween and on Bonfire Night.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met