

Sparklers Nursery

Inspection report for early years provision

Unique reference number EY375063
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Inspector Kanwal Sonia Lobo

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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).

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.

Description of the setting

Sparklers Nursery was initially registered under new management in 2006. In 2008 it changed the organisation of the ownership. The group operates from a community centre in Edgware, in the London Borough of Barnet. The premises consists of two halls, a common room, an office, a kitchen and toilets. The setting offers childcare places to the local and wider community. The group opens weekdays for 46 weeks per year. It operates between the hours 08:00 until 18:00. Children attend a variety of sessions.

A maximum of 40 children may attend at any one time. There are currently 49 children aged from two to under five years on roll. The setting currently supports children who speak English as an additional language and a small number of children with learning difficulties and/or disabilities. The setting is also registered on the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff. 10 of the staff, including the manager, hold appropriate early years qualifications. The setting provides funded early education for three and four-year-olds.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP) and the Pre-school Learning Alliance.

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. All children are valued and respected as individuals and make steady progress in their learning and development. The systems for planning, observations and assessments are developing. Each child's learning journey is yet to ensure it is firmly based upon their starting points, next steps in learning and individual interests. Evaluation of the service has recently begun and the strengths and areas for improvement are emerging.

What steps need to be taken to improve provision further?

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

- support children in using a range of ICT apparatus and programmable toys and talk about the effect of their actions, as they investigate what they can do with it and how to use it safely.
- involve parents as part of the ongoing observation and assessment process so that they are able to regularly review and contribute to their children's learning and development records.
- improve children's record of learning and development so that it includes evaluative observations, identifying their starting points, recent interests, individual learning styles and next steps in learning.
- promote the importance and value of the outdoor environment with children,

staff and parents so that interesting and exciting learning opportunities are planned which stem from children's recent interests and views.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure a record of risk assessment clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident is in place. (Documentation)

05/03/2009

The leadership and management of the early years provision

The setting has recently employed a new manager and deputy. The management team have had a positive impact which has led to some significant improvements. They have begun to review the effectiveness of the provision. Therefore, the setting's strengths and areas for improvement are emerging. Nearly all staff hold an early years qualification and a remaining couple are working towards completing their qualification. Some members of the team are undertaking a degree in early childhood studies which demonstrates the setting's commitment to ongoing development. The views of staff are sought and contribute to the assessment of the service. Although the setting recognises the importance of involving children and their parents in this process they are yet to seek their views and evaluate the impact their participation is having. The recruitment procedure demonstrates that staff caring for children are suitable to do so.

Children and parents are warmly welcomed in to the setting. Staff endeavour daily to share information with parents, generally about what the child has been doing and issues relating to their overall health and well-being. As a result, they are always kept well informed. The setting are in the process of finding effective ways to encourage more parental involvement. This is particularly with regard to reviewing their children's progress regularly and making contributions to the learning and development record. The setting are striving towards creating a culture of ongoing dialogue between staff and parents in order to fully consider each child's unique development, recent interests, communication and learning style. The system to gain information about a child at the start of the placement includes details, such as dietary requirements, but does not extend to include the learning children have already experienced. There is additional support for children with learning difficulties and/or disabilities but is yet to be effectively extended for those who are more able, or children who speak English as an additional language.

Overall, children's safety, health and well-being is considered through daily routines and some of the systems which are currently being developed. Although daily safety checks are carried out on areas of the nursery, toys and equipment they do not always effectively identify potential hazards and any action being taken to address the safety issue. As a result, the setting are working towards developing a more comprehensive risk assessment in order to reflect all the necessary information.

The setting has been proactive in seeking advice and acting on guidance from other professionals, such as the advisory teacher and the Pre-school Learning Alliance. This has supported them in working towards promoting improvement in some areas, such as updating policies and procedures for the safer management of the provision. The children have benefited from the setting joining the 'HAPPY Project' scheme, which is affiliated to the Barnet Healthy Schools programme. They have taken forward various suggestions made for improvement, such as involving children in the preparation of the healthy snacks they eat. This means they are able to develop a better understanding of the importance of healthy eating.

The quality and standards of the early years provision

Children are making steady progress within the Early Years Foundation Stage. They are supported by qualified staff who are committed to helping them learn and develop. The staff are working towards ensuring that planning clearly arises from meaningful and evaluative observations of children. However, these are yet to include the next steps in learning for each child. This means that staff often rely heavily on their working knowledge of the children, which at times is not shared with other team members.

Children share caring and positive relationships with staff and each other. They are learning to manage their own behaviour. For example, some older children remind their peers of the importance of sharing instead of snatching. Children are becoming increasingly independent as they show they can take care of themselves, for example, wiping their nose and disposing of the used tissue safely. They are keen to help set the table at lunch time and demonstrate patience and self-control as they wait for their turn to be served food and drinks.

There are some strategies to support children for whom English is an additional language or children who are less verbal. Children clearly enjoy participating in singing and join in with the actions to rhymes, such as 'Incey Wincey Spider'. However, planning of the environment and resources is yet to promote effectively their communication and literacy skills. Children have access to a gender neutral environment and are supported to take part in activities of their choice. Both boys and girls have lots of fun as they wash their baby dolls together. They develop good health and bodily awareness as they talk to each other about which parts of the body they are washing and how their dolls smell fresh. They have a strong awareness of the need to keep themselves and others safe as they play with the water. Together they explore reasons why they are more likely to have an accident by slipping on a wet floor if it is not properly dried.

Children are learning about the importance of being active as they have daily chances to play outside in the fresh air and expend their energy safely. They have access to a range of small and large equipment. They develop many physical skills as they manoeuvre their bikes and buggies, negotiating the space around them. However, the planning for the outdoor area does not always reflect children's interests because they do not stem from observations or children's views. Consequently, the presentation of the outdoor activities lacks imagination and

sufficient challenge, particularly for the more able children. Children are involved in designing and making models, for example, using stickle bricks they learn about the construction process and techniques that can be used to assemble and build their structure. Most children show a very keen interest in computers. However, there are fewer chances for them to learn how to use appropriate information and communication technology, such as computers and programmable toys that support their learning and expressed interest. Most children have many reasons to count through their play and are able to recognise numerals up to nine as the staff have created a 'number rich' environment. Children show an interest in shape and space as they complete puzzles and match shapes.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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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