

Sparkies Nursery School

Inspection report for early years provision

Unique reference number EY248449
Inspection date 07/10/2010
Inspector Lynn Palumbo

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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

Sparkies Nursery School was registered in 2002. It operates from a community hall in St Lukes church in Clapham in the London borough of Wandsworth. All children share access to a secure enclosed outdoor play area. The school is open each weekday from 9.10am to 12.30pm for 39 weeks of the year.

A maximum of 30 children may attend the setting at any one time; there are currently 25 children on roll within the Early Years Register. The setting currently supports children with special educational needs and/or disabilities and English as an additional language.

There are eight members of staff, all of who hold appropriate early years professional qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making excellent progress in their learning and development. The management and staff team meet children's individual needs by the exceptionally high quality provision they offer and by working professionally with their parents. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation) (also applies to the Childcare Register) 29/10/2010

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

- continue to support children's growing independence to ensure they do things for themselves, for example, consistently serving their own foods
- establish systems to involve parents as part of the ongoing observation, assessment and planning cycle to ensure they are fully involved with their child's learning

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection and first aid. The provider and staff have a good knowledge of hazards that could harm children within the provision; a detailed record of risk assessment for every area that children play is in place. This ensures any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date. This has an impact on safeguarding and is a breach of regulation. A range of policies, including equality of opportunities, and complaints are in place and shared with parents to ensure they are aware of the setting's professional responsibility.

Staff are deployed very effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within an attractive, child-friendly environment. The provider is taking effective steps to ensure resources and the environment are fully sustainable. In addition, children visit a wide range of recreational and educational places within the community.

Equality and diversity is promoted excellently with the provision. The children and staff represent a wide range of cultures and everyone is treated with respect. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies and dietary requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. The Special Educational Needs Co-ordinator is proactive and fully supports parents whom are currently assessing children with special educational needs. Specialist staff working with the local authority and private professionals are welcome to visit and give advice and guidance about the best ways to offer support.

The management team have various systems in place to self-evaluate and staff's views are considered and they have identified areas for development. For example, each key worker is responsible for improving and thinking of new activities within an area of learning. They have worked effectively with the early years advisor who has advised further ideas and training, for example, to ensure observations are now collated in learning journey profiles. In addition the recommendations set at the previous inspection have been met.

Parents are encouraged well to be engaged with their children's learning and development. The provider arranges consultations so that parents and key workers can share their observations of the children and become fully aware of each child's future targets. However, the manager has not yet fully established systems to involve parents into contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents are encouraged to take part in celebrations, outings and charitable events and their involvement and support is much appreciated. Parents say 'The nursery is one big

happy family, the provider tells me about my child's learning and I didn't know it was such an important milestone for a child to be drawing a complete circle. There is so much space in the garden to exhort lots of energy'.

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

The early years provider and key workers have expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. They observe the children's individual learning and record their development in a range of documentation. Observations are recorded for all areas of learning and next steps are identified in the majority. Staff utilise the information they have obtained from the concise observations to challenge and extend children's learning as they play.

All children are making excellent progress in their literacy skills. Children with little English are developing their speaking and listening skills well and are consistently supported by their key workers. Children develop their emergent writing with a variety of resources and discuss what is meaningful. They interact enthusiastically, pointing to pictures as the key worker reads stories throughout the day. Themes and topics are chosen to develop children's knowledge and understanding of the world around them including exploring the taste of fruits. Children have very good opportunities to develop their creative skills. They learn about the changing weathers and keeping warm as they draw around each other's body and apply a range of textured materials to represent warm clothing. Whilst role-playing with teddies and a cot, that incidentally becomes apart they use the construction tools to hammer screws and poles to make the cot safe. Children can draw and paint on large sheets of paper and they create a very imaginative picture of dinosaurs walking in a park. The activities chosen to celebrate children's diverse cultural backgrounds are successful. For example, they have celebrated the Chinese New Year, and the festival of light. In addition, all children learn French and Spanish with the key workers and they are make excellent progress. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Children are learning to adapt to a healthy lifestyle very well. They develop their physical skills as they dance creatively in movement and music sessions. In the garden children ride scooters and climb on the recreational equipment. In addition, they balance on stilts and catch balls. Children learn good hygiene routines as they independently wash their hands before sitting down to eat healthy snacks. Children take pleasure in sociable snack times when staff sit with children, engaging them in conversation and talking to them about the healthy foods that they are eating. However, there is less opportunity for children to develop independence as the key worker serves their foods and drinks. Children develop an understanding of how to stay safe as they practise fire evacuations and learn about stranger danger when travelling to museums and the seaside. Children are developing strong self-esteem as staff listen attentively and value their contributions. For example, staff get down to the children's level and show genuine interest as they talk enthusiastically about

their learning and home lifes. Children behave very well and have a positive disposition towards sharing resources and helping each other. For example, they calmly take responsibility when they spill small pieces of paper snow on the floor and proactively find dustpan and brushes to begin sweeping up the snow.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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	1
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take part as specified in the early years section of the report 29/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take part as specified in the early years section of the report 29/10/2010