

Little Sparklers

Inspection report for early years provision

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Inspection date	05/05/2011
Inspector	Debbie Starr

Setting address	Yeo Moor Primary School, Kennaway Road, CLEVEDON, Avon, BS21 6JL
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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*.

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Description of the setting

Little Sparklers was previously registered in 2004 and re-registered under the current owner in 2010. The pre-school is based within the grounds of Yeo Moor Primary School, Clevedon, North Somerset. The provision operates from designated areas leased from the school and children have access to a separate outside play area.

The provision is registered on the Early Years Register. The provision opens Monday to Friday from 8.30am to 1.30pm and offers extended sessions to 4.30pm when demand arises for 50 weeks of the year. A maximum of 36 children may attend at any one time. There are currently 30 children on roll who attend. The provision offers support to children who have special educational needs and/or disabilities and who speak English as an additional language. The pre-school receives funding for the provision of free early education to children aged three and four years. The pre-school employs five staff, four of whom hold appropriate early years qualifications; one member of staff holds a Foundation Degree in Childcare and Education and one member of staff is working towards a level three qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff effectively identify, plan and meet the individual needs of children in their care, enabling them to promote their welfare and development well, overall. Children make excellent progress in their learning and development in relation to their starting points. Highly positive relationships with parents and highly effective and proactive links with other early years providers contribute significantly to ensuring continuity in children's care, learning and development. The owner and staff demonstrate a strong commitment to continuous improvement. Generally effective self-evaluation enables the provision to target well-chosen areas for development to bring about further improvement to the provision. However, this has failed to identify one breach of the specific legal requirements.

What steps need to be taken to improve provision further?

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

- obtain written parental permission at the time of children's admission to the provision to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

06/06/2011

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

- extend opportunities for children to recognise their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds
- make better use of the process of self-evaluation to ensure procedures are fully effective and support outcomes for children.

The effectiveness of leadership and management of the early years provision

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Staff's good understanding and working knowledge of child protection issues and procedures they should follow if they have a concern about a child ensure arrangements for safeguarding children are rigorous. Thorough risk assessments and comprehensive daily checks of all aspects of the provision, for example, fridge temperatures and security on entering the premises ensure children are cared for in a safe and secure environment where hazards are clearly identified. Most required records and documentation are well maintained, organised and shared with parents. Children's health needs are given a high priority overall. However, written parental permission for emergency medical advice and treatment has not been obtained for all children; therefore not all children are fully safeguarded at all times. This is a breach of the statutory requirements. The learning environment throughout the provision is thoughtfully laid out and well resourced with high quality toys and equipment, rich with symbols, letters and number, and fully accessible to all children. For example, children readily access toys from storage containers that they have labelled themselves alongside printed pictures of the contents; thus promoting an understanding of writing with a purpose. Staff have a good knowledge of most individual children's backgrounds and needs overall. However, this is not fully embraced through activities and experiences that reflect the diverse cultural backgrounds of all children that attend.

The motivated owner/manager and staff team demonstrate a strong commitment to their continuous improvement through effective self-evaluation, overall, and ongoing training that develops their understanding of early years and informs most aspects of their practice. The setting has sought and acted upon the views of parents, for instance, with regard to recruitment and opening times, and seeks advice from their local early years consultant and as a result, the outcomes for children are very good. Current review of the system of assessment of children's achievements contributes to the exceedingly high quality provision that supports children's learning. The owner/manager has a clear vision for the future and has high expectations of staff. Future training such as Makaton, which is also open to parents, is booked to enhance communication with all young children. Recent self-evaluation has identified the need to develop additional ways in which the nursery embraces the diverse cultural backgrounds of all children who attend.

Staff build highly positive relationships with parents, who are very appreciative of the care given and development their children make. They are very well informed

of their practice overall through discussion, written policies and procedures and a clear display of a wealth of information that includes local community groups and the Ofsted contact number. Parents are very well informed, involved and engage in an active exchange of information about their children's achievements and progress. This is achieved through frequent discussion, access to written observations, photographs, regular consultation meetings, frequent use of 'wow' stickers, parental involvement in promoting learning through planned activities, such as keep fit sessions, and 'story time with parent' events. The staff are highly committed to working in partnership with others. They form highly collaborative links with other early years providers and interagency teams to ensure that each child is given the support they need to make the best possible progress.

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

Children are supported well by staff when they first join the setting. Close working with parents ensures that children settle and they form strong attachments to staff. They are happy and confident and display a strong sense of belonging through the numerous displays of their work. Children make excellent progress in their learning and development. Parents' knowledge of their own child is actively sought and taken account of, effectively contributing to the initial assessment of children's capabilities. Assessment through high quality observations is rigorous and the information gained is used very effectively to guide the planning of activities with a clear sense of purpose. Children's interest in particular stories is used highly effectively to promote and support an understanding of healthy choices, number, sorting and comparison, and healthy routines. Staff support children's learning through highly effective use of open-ended questioning and props such as story sacks to develop independent thinking. Visitors such as a local author promote children's understanding further when listening to her story and making links between their own experiences of growing healthy foods. Children's understanding of number is promoted exceedingly well through frequent use in everyday situations. For example, children independently sort through a range of sand timers and select a timer as requested and then explain to the group how long they have before tidy up time. Children work extremely well independently when outside using an extensive range of creative materials to mark-make. They create patterns, write letters, numbers and shapes and are supported to develop this through shape recognition, extension of language such as hexagon and octagon, and games such as hop scotch. Sorting, matching and recognition of symbols on recyclable items and disposal of food waste for compost after cookery activities promote children's understanding of sustainability and contributes significantly to skills for the future.

Children demonstrate a good understanding of how they keep themselves safe. They remind staff of the importance of wearing hats in the sun and the reasons why, and know that they cannot play outside unless an adult is present. Planned activities focus on hazards within the home and safety when on outings, such as what to do if lost in shops, supports children's understanding further. Children enjoy a wide range of healthy snacks and spontaneously help themselves to

drinking water when thirsty. In addition to daily fresh air and access to a wide range of equipment when playing outside, children develop balance and coordination skills when using larger equipment when negotiating a planned assault course. Good support from staff supports children to develop negotiating skills and work out how situations can be resolved, for example, at tidy up time. Children's self-esteem and confidence is promoted effectively through frequent praise, consistent and clear guidance of staff and recognition of children's achievements at the end of each session. Staff provide positive and respectful role models; consequently children's behaviour is good. Children develop good skills for the future; they share, take turns and play cooperatively together.

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	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	1
The effectiveness of the setting's engagement with parents and carers	1

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	1
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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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