

Little Sparkles

Inspection report for early years provision

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Inspection date	21/11/2011
Inspector	Ferroza Saiyed

Setting address	Quwwatul Education Centre, Peel Hall Street, PRESTON, PR1 6QQ
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Type of setting	Childcare - Non-Domestic

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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 Sparkles nursery was registered in 2010 and is managed by a committee. It operates from designated nursery space in Quwwatal Education Centre in Preston.

Children have use of an open plan area. There is a kitchen for preparation of snacks, and toileting facilities are located down the corridor. There is no outdoor play area, however children have opportunity for fresh air as they take walks in the local community, and physical activities indoors.

The setting is open each weekday from 9am to 12pm term time only. The setting is registered on the Early Years Register and may care for up to 30 children from two to five years at any one time. There are currently 27 children on roll who attend for a variety of sessions throughout the week. The setting supports children who speak English as an additional language. There are facilities available for children with disabilities.

There are five members of staff, including the manager, with appropriate training and qualifications. Advice, support and training is gained from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy within the vibrant and very well-organised setting, where their uniqueness is recognised and inclusive practice is ensured. Children have a variety of planned and child-initiated opportunities for them to progress in their learning and development. Effective procedures are in place to ensure children's safety and health, and the environment promotes children's welfare well. Partnership with parents is strong and their opinions are sought and valued. Reflective practice identifies strengths and areas for improvement. The staff team show enthusiasm in embracing change, which means even better outcomes for children.

What steps need to be taken to improve provision further?

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

- provide children with challenging opportunities, such as climbing, and continue to develop opportunities for information, communication and technology
- gather information from parents about their children's starting points and enable their subsequent contributions to link learning and development at home.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded because staff have good knowledge of the indicators of abuse and the procedure to follow should they have a concern about a child. All staff are trained in safeguarding and their knowledge is updated regularly. A comprehensive detailed record of risk assessments have been produced for the premises and for outings, eliminating risks to children. Staff use a variety of ways to teach children about keeping safe. For example by undertaking regular emergency evacuation practices and having the fire fighters and the police visit the setting. On outings staff teach them how to stay safe near roads and make them aware of stranger danger.

Children benefit from the strong leadership and management of the setting, which is dedicated to offering children meaningful experiences to help them progress towards the early learning goals. Record keeping, documents, policies and procedures are very well maintained. Robust recruitment ensures children are cared for by suitable adults. Staff are experienced and attend courses to further develop existing knowledge. The management have a clear vision for further development and improvement. This is evidenced through effective self-evaluation of the setting, which includes parents and all staff.

Parents are kept well informed about the setting as they receive copies of all policies and procedures and newsletters. Staff also ensures parents are kept fully up-to-date about their child's learning through verbal feedback and access to their child's developmental file. Information about children's individual care needs are gathered from parents at the start. However, the nursey have not fully developed procedures to gather starting points in order to effectively monitor children's progression. Parents spoken to are extremely complimentary about the operation of the setting, expressing a high regard for the staff, and the welcoming and secure environment. Partnerships with other professionals are extremely well developed and are highly effective in supporting children and their families. Exceptionally close links with schools also help with the smooth transition of the children when it is time for them to move on.

Staff organise the setting effectively, allowing children to move around freely, selecting from suitable toys and equipment independently. These include extensive resources that reflect positive images of diversity which encourage children to respect each others' similarities and differences. Equality and diversity are completely promoted and embraced by the staff.

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

Children thrive and make good progress because staff are knowledgeable and skilled in promoting all areas of learning within the Early Years Foundation Stage. The staff team have introduced ways to provide a wealth of experiences through continuous provision. Planning is flexible and is based on children's individual

interests, allowing children a range of activities. Staff use discussion with parents to highlight next steps in every area of learning. However, they have yet to identify starting points and how children's learning can be extended in the home.

The learning environment is stimulating and vibrant, with displays of children's work reflecting the range of opportunities within the setting. Children initiate their own learning competently as they make choices from the wide range of resources and activities. These are planned based on children's individual needs, taking into account children's ages, stages of development and interests. Children's achievements are documented in individual files, which include photographs and examples of their work. Planned visits in the community and trips to places of interest all allow children to discover new environments and promote highly stimulating experiences. This provides them with inspiring and challenging opportunities to develop social and intellectual skills.

Children thoroughly enjoy creative experiences, as they stick and glue their own creation of animals. They use their imaginations well through role play as they pretend to go shopping and make tea for the inspector. Children listen attentively to stories and become animated as they volunteer information. This practice, alongside staff supporting children's learning when required, significantly contributes to promoting children's self-esteem. Children confidently practise their writing skills as they access a range of tools to make marks. Children are able to count and are developing an understanding of calculation because staff provide opportunities by incorporating these in various activities. They are confident in naming colours and shapes as they build towers and houses. Children use mathematical language when discussing with their peers about the beginning, middle and end of the road they have constructed for their cars and trucks. They ask how, what and why questions of the staff and actively seek information regarding their play.

Snack times are highly enjoyable, social occasions, which are used extremely successfully to maximise opportunities for social development. The setting provides an excellent range of highly nutritious snacks that appeal to children's preferences and very successfully meet their individual dietary requirements. Staff creatively encourage children to make healthy choices. They take them shopping to buy colourful fruit for snack time and provide an enticing daily opportunity to sample a wide variety of healthy foods. Children can distinguish healthy food. For example they know that sweets and cakes are bad for their teeth, and that fruit and milk makes them strong and healthy. Staff plan time for robust physical exercise each day. Children enjoy and delight in physical play. They show good control of their movements as they run, jump, stop, start and change direction. However, there are insufficient opportunities for children to access small and large apparatus to develop their large motor skills. Children take great pleasure and scream in delight as they go under the parachute and try to keep the ball afloat on the parachute. They practise their fine motor skills as they readily use glue sticks and small tools with confidence and skill, to increase their hand-eye coordination.

There is an excellent range of resources, pictures and books which reflect positive images of diversity, and helps children learn to respect others. Children are developing many skills that will contribute to their future economic well-being;

however, there are limited resources for children to fully develop their skill in information, communication and technology.

Staff are proactive in helping children to understand how to keep themselves safe. Regular fire drills and visits from the local police further support children's understanding of keeping safe. Children learn about good etiquette and social manners, as they sit at snack times and are encouraged to say please and thank you. Their good behaviour is actively encouraged through positive role modelling. Staff become enthusiastic when children succeed, for example, 'well done', 'wow', 'that's excellent'. Children develop a high degree of self-esteem as their sense of belonging is expertly nurtured through the warm, welcoming, stimulating environment.

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	2
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	1
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	2
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	1
The extent to which children develop skills for the future	2

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