

Sparkle Daycare

Inspection report for early years provision

Unique reference number EY435689
Inspection date 16/07/2012
Inspector Judith Rayner

Setting address 34 Church Street, Stapleford, NOTTINGHAM, NG9 8DJ

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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*.

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

Sparkle Daycare is privately owned and was registered in 2011. The setting serves the local area of Stapleford, Nottinghamshire and is accessible to all children. There are two fully enclosed gardens available for outdoor play, one of which is partly undercover and also provides a sensory area. Children have access to two rooms according to their age and ability.

The setting is open Monday to Friday all year round from 6.30am until 6.30pm. Children are able to attend for a variety of sessions. A maximum of 19 children may attend the setting at any one time. There are currently 24 children on roll within the early years age range. The setting also offers care to children aged over five years. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and if required children who speak English as an additional language.

The setting employs three staff to work with the children. Of these, two hold an appropriate early years qualification at level 3 and one member of staff holds appropriate early years qualification at level 2 but is working towards gaining their level 3 qualification. The setting also employs a cook. The setting offers a service to take and collect children from the local schools. The setting receives support from Nottingham Local Authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development. Staff deployment and the use of resources fully support and enable all children to independently explore and enhance their all-round development. Good partnerships are in place between parents and mostly with other professionals involved in their care and learning of the child. Most records are accurately recorded and maintained. The setting demonstrates a positive approach to self-evaluation, thus ensuring a good capacity to make continuous improvement to the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure a daily record of the children's hours of attendance is maintained (Documentation) 18/07/2012

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

- review the system used to share relevant information with other professionals to identify effective planning for children's continuing learning and development.

The effectiveness of leadership and management of the early years provision

The safeguarding of children is good. Staff are confident in their role and responsibility of keeping children safe. They have a good understanding of the policies and procedures they need to take should they have any concerns regarding a child in their care. A clearly written policy which is shared with parents highlights staff responsibilities in protecting children. Staff supervise children well both inside and outdoors. Children are safe in the areas that they access because the staff are vigilant in undertaking daily risk assessments. Action is taken to ensure no hazards pose a risk to children. Furthermore, effective monitoring of the main door enables staff to check identification of all visitors and prevent children leaving without appropriate adult supervision. Recruitment of new staff is robust and all necessary checks are undertaken to ensure adults working with children are suitable to do so. Regular staff meetings enable the manager to monitor staff performance and maintain a good standard of care and learning for children.

Staff work well as a team and undertake their roles fully to ensure the smooth running of the setting. Staff are familiar with the written policies and procedures and adhere to these carefully. Records are held securely and confidentially is maintained. However, children's attendance records are not maintained effectively which impacts on children's welfare. Staff deploy themselves well ensuring children's individual needs are fully supported, such as monitoring sleeping children. Staff make good use of both the indoor and outdoor areas to fully support and enhance children's all-round development. The outdoor area provides children with a good range of stimulating and colourful activities with a wide range of natural and sensory experiences. Inside there is a good range of age-appropriate toys which are easily accessible, colourful posters and attractively presented art and mark making work by children. All in all, this creates a very welcoming environment for children, parents and visitors.

Good systems are in place to support children with special educational needs and/or disabilities and for those who may have English as an additional language. Children's individual needs are fully respected because the staff have very positive attitudes to inclusion. Staff ensure children learn about the world around them and the people in it. This is successfully achieved through various activities, toys, resources and experiences. Partnerships with parents is effective. Parents spoken to value and appreciate the supportive and flexible service that is offered. Daily discussions between the parents and staff enable the staff to meet the ongoing and changing needs of the children in their care. Partnerships with other agencies involved with the child are treated with the upmost sensitivity. Copious records and regular meetings are held to ensure the needs of the child are identified and plans put in place to meet them. Other professionals involved with the child are consulted regarding the general welfare of the child, although less emphasis is spent regarding identified targets for individual children's learning and

development. Since registration the manager and staff team have worked hard to create a good service for children and their families. The owner/manager is a good role model and is fully committed to improving the service that is offered. A good system for self-evaluation is already embedded. This ensures that staff, parents and children are able to contribute their ideas and suggestions to make improvements for the outcomes for children.

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

Staff create an environment where children are happy, settled and confident. Children self-select toys and activities of their choice, thus promoting independence skills. Children are making good progress in their learning and development. This is built upon their individual starting points as discussed and agreed with parents. Regular observations, purposefully planned activities and spontaneous experiences are used to track children's progress. These are recorded in children's individual folders evidencing good information on their development and learning. These link to the early learning goals where the key person to the child plans relevant and purposeful activities to support their next steps. There is a good balance of child-initiated and adult-led play. Children have lots of fun engaging in experiences with various toys and resources, both inside and outdoors.

Children explore with excitement and enthusiasm. They particularly enjoy being outdoors. They self-select their own outdoor boots and select the correct size for their feet as they attempt to put on their boots; the youngest of children being offered support. Outside the children quickly absorb themselves with the snails in the trough, touching and watching the snails as they slowly move around. Some children pick up the snails and take them to the natural mini beast area informing staff that this is where the snails now live. Other children prepare to make a den with various material and canes. Some children are fascinated with the canes returning to them over and over again holding them and feeling the surface, eventually taking the canes inside the set up den. Children are confident when using the secured tyres. They walk and balance along them enhancing their skills. The sensory garden provides children with good experiences of nature, such as growing and caring for a range of plants to exploring with sand, pots and pans. Inside children enjoy story time and happily sing along to action and counting rhymes. Children's behaviour is good. Staff create a calm and family orientated environment where children feel included. Good relationships are forming between children and staff. Children's language skills are developing well. Staff use good methods to communicate with all children, such as using signing cards, speaking clearly and engaging in good eye contact.

Children's health and safety is promoted well. They have a good understanding of the importance of stopping germs from spreading. Effective practice is adhered to, such as regular hand washing before eating their healthy snacks of ham, cheese and raisins. Healthy, well-balanced meals and drinks are provided by the cook which adhere to children's individual dietary needs. Meal times are a social affair as children sit together talking about activities and events that they have been

involved in. Children feel safe to explore and confidently move around inside and outdoors. Staff remind children to be careful helping children take calculated risks when climbing outside. The skills children need for the future are implemented into daily tasks and activities. Mark making, number games and using programmable toys, such as computers support children's play. All children also learn about diversity and acceptance of others. Positive images are around for children to see along with free access to small world characters, books, food tasting and dressing up. The Queen's Jubilee and Olympic celebrations have been current activities which children, parents and the local community have been involved with.

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	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

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	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