

# Little Sparks Limited

5 Super Street, Clayton le Moors, ACCRINGTON, Lancashire, BB5 5ST

<b>Inspection date</b>	19/09/2012
Previous inspection date	15/09/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## **The quality and standards of the early years provision**

### **This provision is good**

- The provider and her team of practitioners offer a warm and friendly welcome to all children and their parents. They demonstrate a positive attitude to providing an inclusive environment. The effective induction procedure ensures individual needs are effectively met.
- The wide range of activities provided cover each of the seven areas of learning well. This ensures all children have good opportunities to make progress in their learning and development.
- An effective key person system is implemented well. Consequently, children show a strong sense of belonging, are happy and enjoy the experiences provided.
- Successful partnerships with parents means they are well informed of the progress their children are making and effectively encouraged to be involved in their learning and development.

### **It is not yet outstanding because**

- Opportunities for children to further enhance their self-care skills are not always maximised.
- There are fewer resources that offer sufficient challenge for children aged two to three years to enhance their large physical skills in the outdoor area.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children in each of the playrooms and the outdoor areas.
- The inspector spoke with individual practitioners, the provider and her deputy.
- The inspector took account of the views of three parents spoken to on the day.
- The inspector looked at learning journeys, planning documentation, the setting's self-evaluation form and a selection of policies and children's records.

## Inspector

Cathryn Parry

## Full Report

### Information about the setting

Little Sparks Limited is privately owned and managed. It was registered in 2009 and operates from three converted houses. The first floor of the premises is accessed by two flights of stairs. The setting is situated in the residential area of Clayton le Moors in Lancashire. Children access three secure enclosed outdoor play areas.

The setting is open Monday to Friday from 7.30am to 6pm for 52 weeks of the year, excluding bank holidays. An out of school provision is provided for the siblings of children

attending the setting. This operates before and after school and during the school holidays. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 47 children on roll, of whom 46 are in the early years age range, including 15 children aged under two years. The setting receives funding for the provision of free early education to children aged two, three and four-years. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 13 members of staff, including the manager, who work directly with the children. Of these, one holds a BA Hons degree in working with children and young people, one holds a qualification at level 4 in early years, seven hold a qualification at level 3 in early years and four hold a qualification at level 2 in early years. The setting receives support from the local authority and has successfully completed a Quality Assurance Scheme.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend opportunities for children to enhance their self-care skills, particularly at meal times
- increase opportunities for children aged two to three years to enhance their large physical skills by providing challenging resources in the outdoor area, which are suitable for their age and stage of development.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The stimulating environment gives all children the opportunity to make good progress in their learning and development. All practitioners have attended training on the Statutory Framework for the Early Years Foundation Stage and implement it well. They demonstrate a good understanding of how to enhance children's learning and development. Practitioners monitor children's progress towards the early learning goals by recording observations in their individual learning journeys. effective use is made of information gathered to inform future plans.

Children are happy and secure as a result of the practitioner's praise and support. Their communication skills are fostered well through various activities, including songs and rhymes, resulting in competent speakers and listeners. Children who speak English as an

additional language are supported well. Their key person ensures they gain useful words in their home language to promote their communication skills effectively. Practitioners give children some opportunities to practice their self care skills, for instance when putting their coats and boots on for outside play. However, at meal times these opportunities are not always maximised. Examples of this are when children aged 3 to 5 years do not have the chance to pour their drinks and they are not effectively encouraged to use cutlery correctly. All children enjoy playing in the outdoor areas on a daily basis. The provider has recently refurbished these areas to include a large summerhouse and climbing apparatus for older and more able children. However, there are fewer resources to challenge younger children. This impacts on them further developing this aspect of their physical skills.

Practitioners provide a wide range of opportunities for children to use their emerging writing skills. An example of this is when children write prescriptions in the doctor's role play area. Babies have fun and explore their senses as they access the thoughtfully filled baskets of natural materials. Practitioners effectively support children as they complete number games on the computer. They have a good understanding of when to sit back and observe children and when to become involved in their play. Children's creativity is supported well through good access to a range of role play equipment, construction toys and craft materials. Good systems are implemented well to ensure a smooth transition for children from the setting to school. This includes their prospective teacher visiting the children in the setting. Parents have good relationships with all practitioners and especially their child's key person. They are given regular information on how to support their children's learning and development at home. This includes updates on the Early Years Foundation Stage verbally and visually through newsletters and displays.

### **The contribution of the early years provision to the well-being of children**

The key person system is well-established and ensures that each child's unique qualities and differences are valued. Practitioners provide sensitive and flexible individual care, which results in children showing a strong sense of belonging. Children's knowledge about personal safety is encouraged by gentle reminders from the practitioners not to run inside and to hold the scissors safely as they walk to the table. This positively contributes to children developing a sense of danger and how to keep safe. The practitioners use a positive and consistent approach to managing behaviour, which takes into account children's understanding and maturity. This results in children behaving well and spontaneously using good manners.

Children are encouraged to develop their body awareness through planned and spontaneous music and movement activities, such as 'Head, shoulders, knees and toes'. A varied and imaginative menu encourages children to have a good understanding of healthy meal options and the opportunity to try new foods. This is further promoted with the provision of related experiences, including growing cabbages and making fruit kebabs. Children are encouraged to learn about good personal hygiene through well-planned activities and routines. Examples of this are when they consistently wash their hands before meals and when they are given toothbrushes to take home.

## The effectiveness of the leadership and management of the early years provision

The provider demonstrates a secure understanding of her responsibilities within the setting. This includes effectively monitoring the planning and delivery of the educational programmes and ensuring children's safety and well-being. Practitioners are very aware of safeguarding issues, including reporting procedures and are confident to respond if concerns are raised about a child's health, safety or welfare. Consequently, children are well protected. The effective recruitment procedure ensures all practitioners are checked with regard to their suitability, qualifications and experience in order to keep children safe. They receive effective induction training, which ensures they understand their roles and responsibilities. Regular staff appraisals are carried out to secure opportunities for continued professional development. This has a positive impact on improving practice throughout the setting.

Children's continuity of care and learning are promoted well through regular sharing of individual progress and learning experiences with parents. This is particularly beneficial for children with special educational needs and/or disabilities and those who speak English as an additional language. Newly introduced systems encourage parents to add to their children's learning journals. This further enhances their involvement in their children's learning and development. Practitioners have previously worked with a range of professionals, such as speech therapists, health visitors and educational psychologists. They have a secure understanding of the benefits of such relationships to enable children to meet their full potential.

The provider and her practitioners are very friendly, helpful, motivated and committed to improvement. As part of the effective self-evaluation process the setting has successfully completed a quality assurance scheme. The provider welcomes feedback from staff, parents and children in order to continually extend the service provided and to identify areas for improvement. She is then able to accurately set actions and focus on identified areas of the provision. The recommendations and actions raised at the previous inspection have been positively addressed. These have had a favourable impact on practice throughout the setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY389477
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	884069
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11

<b>Total number of places</b>	50
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Little Sparks Ltd
<b>Date of previous inspection</b>	15/09/2009
<b>Telephone number</b>	01254 399266

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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