

Sparklers Nursery

The Watling Centre, 145 Orange Hill Road, EDGWARE, Middlesex, HA8 0TR

Inspection date	12/10/2012
Previous inspection date	17/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff use their in-depth knowledge of children's capabilities and interests to plan well for the needs of individual children ensuring they make good progress
- Staff are warm and welcoming, and children have formed positive relationships with each other and staff, so they grow in confidence and are ready to learn
- Staff implement good daily routines, which mean children feel secure, behave well and enjoy their play both indoors and outdoors. They gain positive attitudes to learning that will support their eventual move to school
- Good partnerships with parents and outside agencies help staff to meet all children's needs successfully.

It is not yet outstanding because

- Staff do not consistently make the most of opportunities to extend children's learning during activities.

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 and staff interaction, indoors and outdoors
- The inspector checked a representative sample of children's development records, and other relevant documents, including the risk assessment
- The inspector completed a joint observation of practice with the manager
- The inspector held discussions with the manager, staff, the provider and parents, and talked with children.

Inspector

Josephine Adeyemi

Full Report

Information about the setting

Sparklers Nursery was initially registered in 2006. In 2008 it changed the organisation of the ownership. The nursery operates from a community centre in Edgware, in the London Borough of Barnet. The premises consist of two halls, a common room, an office, a kitchen and toilets. Children have access to a large secure outdoor play area. The nursery offers places to the local and wider community. The nursery opens weekdays for 48 weeks each year. It operates between the hours of 8am until 6pm. Children attend a variety of

sessions. There are currently 13 children aged from two to under five years on roll. The nursery currently supports children who learn English as an additional language. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. There are eight members of staff; seven of these, including the manager, hold appropriate early years qualifications. The nursery employs a cook. The nursery provides funded early education for three- and four-year-olds.

What the setting needs to do to improve further

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

- develop children's experiences of the educational programme further by ensuring all practitioners: 1) regularly listen perceptively to children and 2) skilfully question children during activities to reshape tasks and provide explanations in order to improve the quality of children's learning.

Inspection judgements

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

Staff have a good understanding of the seven required areas of learning of the revised Statutory Framework for the Early Years Foundation Stage. They plan a wide range of activities effectively for the different age groups of children, and all children engage in the activities happily. All children make good progress overall in their learning and development. Staff have high expectations of all children. Their thorough knowledge of the individual child, helps them to plan differentiated activities suitable for each one. For example, during a cooking activity, staff encouraged the more able ones to count to higher numbers. This adaptation ensures all children make good progress from their starting points. Staff know the children well and are able to demonstrate how they are making good progress towards the early learning goals. Sometimes, however, some staff do not make the most of opportunities to extend all children's learning by listening to them carefully and asking pertinent questions during their play.

Staff provide age appropriate resources that support children's independence as learners, well. Children spend considerable time exploring their chosen toys, concentrating well because they enjoy what they are doing. Most staff engage in active discussion with the children with questions pitched at the appropriate level, challenging them to explore further. This good support helps develop children's communication and language skills effectively.

Staff take advantage of current affairs to inform and engage the children; for example, children enjoyed having pictures taken with the Olympic torch. The sound of an emergency vehicle prompted some interesting discussion when a child said, 'That is an ambulance'; staff asked how she knew and she said 'because...', offering her reasons. Children are determined and prepared to keep trying until they achieve what they set out to do. For example, a very young child tries to build a tower; she balances some building blocks without much success. A staff member skilfully helped her to consider each block size until she built her lovely tower! Such positive attitudes to learning will help children in their future lives when they move into full time education.

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

The well-established key person system helps children form secure attachments, which promotes their well-being and independence effectively. Parents comment that they are happy with the settling-in process, which allows all children to adjust quickly to their new surroundings. Children are happy, confident, secure and well settled. Their behaviour shows that they feel safe. For example, they spend considerable time in their 'den', which is equipped with appropriate resources to support their development of life skills. In this den many play cooperatively. They negotiate on the use of the resources, and 'leaders' and 'co-ordinators' emerge among them. Sometimes the number of tables and resources laid out restricts children's movement but children play very sensibly, preventing accidents.

Children develop good hygiene practices as they wash their hands independently after going to the toilet, before eating food and after messy activities. Children are actively supported to lead healthy lifestyles through plenty of physical play both indoors and outside. Children enjoy having the space to play energetically as they run and cycle. Consequently, by lunch time they are ready for lunch and eat very well. Good home cooked meals prepared by the cook introduce the children to a range of food from different cultures and a variety of tastes, while meeting individual dietary requirements well. Staff and children share meals during lunch time where staff gently encourage every child to participate in conversations. Parents express their happiness that their children's eating habits have greatly improved as they have become less fussy eaters. Children scrape off food remnants into the bin and put away plates and cutlery in separate bowls before being served their desert. They respond well to the expectations of staff by taking on such small responsibilities readily. Again, this is useful preparation for their eventual move to school.

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

The leadership and management's procedures to protect children are rigorous; the safeguarding and welfare requirements are fully understood by staff. For example, everyone knows that unchecked persons are not allowed to be left unsupervised with children and the buzzer entry system is a good security measure. Good recruitment

processes and induction programmes help to ensure that staff are suitable to work with children and have the necessary knowledge and skills to do so. A rigorous process of self-assessment enables all involved with the nursery to formulate clear plans for the continual updating of policies, practices and resources. This system means that the nursery is constantly responding to its users' current and future needs. For example, though the outdoor space is open to vandalism and misuse, the management team is constantly trying ways to make the space safe and always available for the children.

Staff have a good understanding of the learning and development requirements. They assess children's progress effectively using ongoing observations. They use this information well to plan for children's individual learning needs. The management team is aware of the new assessment requirements for two-year-olds and all staff have received appropriate training.

The nursery staff have formed good partnerships with parents through their highly effective key person system. Parents are fully informed of their children's progress through the communication books and observation records. Daily verbal and written communication enables staff and parents to work together to promote continuity of care routines. The nursery staff have good links with other professionals, such as advisors from the local authority. This liaison allows them to seek advice and support should they require additional guidance. The staff recognise the importance of developing links with others involved in children's care. For example, they work closely with families and social services to support any 'looked after' children in their care.

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
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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.
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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.
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Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations
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		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

Unique reference number	EY375063
Local authority	Barnet
Inspection number	815661
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	40
Number of children on roll	13
Name of provider	First Meditation Enterprise Limited
Date of previous inspection	17/02/2009
Telephone number	02089593434

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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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