

# Little Sparklers

Yeo Moor Primary School, Kennaway Road, CLEVEDON, Avon, BS21 6JL

<b>Inspection date</b>	11/03/2013
Previous inspection date	05/05/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- Children are consistently learning to be strong and independent through positive relationships with staff.
- Relationships are strong at all levels, staff are good role models and as a result, children behave well.
- The staff team are effective in providing a wide range of learning opportunities using very good resources, which fully engage children's interests.
- The management work closely with outside agencies to meet children's individual needs. Staff skilfully support children's moves to other settings.

### It is not yet outstanding because

- Older children have limited opportunity to interact with age-appropriate computer software.
- There are reduced opportunities for children to learn about words, shapes and numerals in a purposeful context in the outdoor environment. This means opportunities for children to begin to read and use numbers are missed.

## 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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector held meetings with the manager, and deputy manager of the provision.  
The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation, and plans for improvement. The inspector looked at policy and procedure documentation.
- The inspector looked at children's assessment records.

## Inspector

Sandra Croker

## Full Report

### Information about the setting

Little Sparklers registered in 2010. It operates from Yeo Moor Primary School, in Clevedon, North Somerset. Children attending the pre-school are from the local area. Children have access to designated areas leased from the school and they have access to a separate outside play area.

The pre-school is registered on the Early Years Register. There are currently 48 children aged from two to five years on roll. The pre-school provides funded early education for two, three and four year olds. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities, and children who are learning English as an additional language.

Little Sparklers opens from Monday to Friday from 8.30am to 1.30pm. It offers extended sessions to 4.30pm when demand arises for 50 weeks of the year. There are five staff employed to work with the children; of these, one has an early qualifications at level 2, and four have an early years qualifications at level 3.

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

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

- enhance the opportunities for children to learn about words, shapes and numerals by displaying them in a purposeful context in the outdoor area.
  
- enhance the skills children develop using age-appropriate programmes on the computer

### Inspection judgements

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

There is a good balance between activities that children choose for themselves, and which adults encourage them to try. Staff consistently plan around individual children's interests, stages of development and information received from parents. Each child has a learning journal, with photographs and written observations, showing next steps in children's learning. Staff track children's progress and identify gaps in children's learning. They build in the support that is required to ensure all children achieve as much as they can. Parents report sharing information, by recording children's achievements on celebration labels, which they give their child's key person to display. Children have a good attitude to

learning. They are motivated and keen to play and explore; this contributes significantly to the progress they make. All children achieve very well in personal, social and emotional development where staff place particular emphasis on developing children confidence and positive self-esteem. The teaching of older children is particularly strong. Here children are highly independent and organise themselves effectively in a wide range of self-chosen activities.

Children impressively develop their own ideas and problem-solving skills. For example, children identify they need windows on their paper aeroplane. They enthusiastically search for squares in the shape tray, and sit at the writing table to draw around them. Staff join them to celebrate their work, and encourage them to count the windows. Children's understanding of number is developing strongly in response to challenging teaching and regular practise. They confidently match objects to number symbols. For example, children enjoy putting toy horses in a row of numbered stables, confidently telling staff the number of the stable containing their favourite horse. Children show good levels of achievement in early reading and letter recognition. For example, they identify initial sounds and use this in their attempt to write their names and form familiar letters. Children take letters from a pot and match them to letters around the edge of the carpet. Staff praise their success, reinforcing the sounds the letters make. Children enjoy playing with sounds, helping staff think of words to share that start with them. Younger children have good opportunity to play with mechanical toys, achieving sound, light and movement. However, older children have less opportunity to interact independently with age-appropriate computer software.

Mealtimes are positive, social occasions where children communicate well. For example, while they wait for their peers to pass round plates, and serve food, they chat enthusiastically about their families and games they like playing. Children are supported well by staff at mealtimes, for example, staff help them to open their lunchboxes and encourage them to try new foods such as seeds at snack time. Parent say they are pleased that children are encouraged to drink water by staff, which encourages their attitudes towards a healthy lifestyle.

Staff enhance children's understanding of the written word through pictorial signs and labelling; Children of all ages express themselves confidently, and make their needs known. Children benefit from very good resources across the provision, which create an exciting and stimulating environment to enhance their learning experiences. Story telling resources, play baskets, recycled materials and boxed construction items, motivate children to discover things for themselves. Staff ensure children have the key skills needed for the next steps in their learning, including school.

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

Children have developed very secure attachments to the adults that care for them. They are very happy to come to pre-school, arriving with smiles on their faces and staff greet them warmly. Children have good settling-in arrangements, enabling staff, parents and children to get to know each other well. Children with additional needs, make good progress relative to their starting points and capabilities because of well-targeted support.

Staff encourage parents to share information about their own cultures and festivals. Signs around the pre-school in different languages, give children a good sense of how their language is valued. Staff continually reflect on their practice. For example, they use story-telling resources, to involve young children in story sessions, and sit them on their knee whilst they choose to join in. Children freely access a wealth of resources and equipment that enable them to make choices about their activity and play. They are confident, motivated and interested in what they are doing and what is on offer. As a result, they make very good progress in their personal, social and emotional development. Children have positive attitudes to one another and staff use consistently applied strategies about what is acceptable behaviour. Children have good opportunities to learn about safety. Staff remind children to take care, for example, when trying to stand on a low stool to access something out of reach.

Children gain independence in managing their own hygiene. They wash their hands after using the toilet and before eating. Staff show a clear understanding of the settings policies and procedures, and ensure that children are cared for in a clean and hygienic environment. Parents report that staff give them useful advice, and encouragement, when potty training their children. Staff give children daily opportunities to enjoy the fresh air outdoors in a well-resourced garden. The indoor and outdoor space is motivating. However, there are fewer opportunities for children to see words, shapes and numerals in the outdoor area to enhance their learning. Children receive lots of praise, making them feel proud of their achievements, and it encourages them to have a go. The pre-school has well-established links with the school, to which most children go on to attend. They understand the importance of working in partnership to help to ease children's moves to school or other settings.

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

Leadership and management have a good understanding of the requirements of the Early Years Foundation Stage framework. Child protection procedures are robust and safeguarding fully meets requirements. There is thorough induction procedures and good staff supervision. Staff are provided with both external and in-house training to continually update their knowledge. Staff are well qualified and have a positive attitude towards continuous professional development, to benefit the care and support they offer. There are robust policies and procedures in place, clearly understood by staff and shared with parents.

The management and staff are committed to improving the quality and standard of education and aspects of care through continuous self-evaluation. Strengths and weaknesses effectively identified impact on children's achievements well. The deployment of staff is good, and it ensures children are supervised well both indoors and outdoors. Written risk assessments are in place, and staff review these regularly. The pre-school keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. The manager oversees the educational programme and successfully supports staff to promote children's learning and development. For

example, she observes staff practice, holds staff meetings, and has regular supervision sessions. As a result, staff have a good, secure understanding of how children learn. Effective partnerships with parents and external agencies help secure appropriate interventions for children to receive the support they need.

## 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 action. 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>	EY417270
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	906225
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	48
<b>Name of provider</b>	Karen Hillcox
<b>Date of previous inspection</b>	05/05/2011
<b>Telephone number</b>	07748 117 651

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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, which are usually the childminder's 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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