

Sparklers Pre-School

St. Denys Church Centre, Dundee Road, SOUTHAMPTON, SO17 2ND

Inspection date

26/03/2013

Previous inspection date

22/06/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff create inviting play areas to engage children's interest when they arrive and support their learning and development, indoors and outdoors.
- Children arrive confidently, play enthusiastically together and develop positive relationships with staff.
- Parents appreciate how settled their children are at the pre-school and the regular feedback they receive from staff.

It is not yet good because

- staff have not implemented an effective system for planning children's progression and promoting learning in all areas, consequently, progress is not as good as it could be
- staff are not always deployed effectively to help children stay safe and provide them with consistent guidance so they know what is expected
- management do not effectively evaluate all aspects of daily practice or children's learning to ensure their individual needs are met and staff are fully aware of their responsibilities.

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.

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 activities indoors and outdoors.
- The inspector spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's learning journals, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Sparklers Pre-school registered in 1997. It is owned and managed by the St Deny's Community Help Projects and is based at St Deny's Church Centre in Southampton. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 38 children in the early years age range on roll. Children come from the local and wider areas. The pre-school opens term time only from 8.50am until 3pm Monday, Thursday and Friday; and from 8.50am until 11.50am on Tuesday and Wednesday. There is an enclosed area for outdoor play. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The pre-school receives funding for the provision of free nursery education for children aged three and four years. There are five qualified staff working with the children. There are two staff with Qualified Teacher Status; one who has a qualification at level 3 and two who currently hold a qualification at level 2 and are working towards a level 3 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure every child's learning and care is tailored to meet their individual needs by using observations more effectively to identify their next steps for learning and ensuring communication and language development is encouraged, in particular, for children who are learning English as an additional language
- ensure staff are deployed effectively and fully understand their roles and responsibilities to meet children's individual needs consistently and ensure they are adequately supervised at all times.

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

- develop self-evaluation processes further so that areas for development are identified and improvements made; for example, by reviewing daily practice and the planning and implementation of activities
- help children learn to use equipment safely and care for their environment by tidying toys away when they have finished with them.

Inspection judgements

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

Children make steady progress in their learning. They play enthusiastically together and explore the variety of toys and equipment available. They enjoy the novelty of hunting for Easter eggs in a tray of shredded paper. Staff help them count how many they find and support them to play cooperatively together as their play develops. However, staff do not add extra resources to support their ideas or extend number skills further. For example, by using written numbers or recording how many eggs are found. Consequently, children's learning is not extended after the initial activity of finding the eggs resulting in a lack of purpose.

Staff regularly observe children. They use this information to identify their stage of development and complete progress checks at age two. Key persons organise small group activities for their key children each day so they can help children to progress. However, when identifying their next steps staff do not focus on gaps in their learning. This means staff are not always putting sufficient emphasis on the skills children need for the next stage in their learning, including promoting their communication skills. Children learning English as an additional language do so through incidental play rather than benefitting from activities and resources tailored for them. However, in partnership with parents, additional support is sought to help children with special educational needs.

Staff join in children's play and develop relaxed conversations with them. Staff encourage children to talk about what they are making at the craft table and name the colours they are using. Staff value what children say and record descriptions of their pictures. Staff add these comments to displays of their work. Children enjoy craft activities. They concentrate on painting with small brushes, choosing the colours they want to use and creating their own designs. They develop their hand-eye coordination as they learn how to use scissors and handle different objects and materials. This helps them develop the skills they need for writing when they go to school. Children enjoy counting games with staff. They enthusiastically join in with 'What's the time Mr Wolf?' and count their steps.

Children gain independence in choosing what they want to do, including whether they want to play outside. They practise putting their coats on and explain they need to do so to keep warm in the cold. Children learn to recognise their names when they find their name cards at snack time. Some attempt to write their names, although they are not routinely encouraged to label their pictures. At circle time, staff read stories and sing songs with the children. Most listen attentively and join in enthusiastically. Staff sit with the children and help them to join in. Children enjoy their time at the pre-school and playing with their friends.

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

Children arrive confidently and are eager to play. Staff record their arrival and help children find their name. Staff monitor the door so that children do not leave unaccompanied and staff are available to talk to parents if needed. However, this means that staff are not always available to supervise children closely when they choose the climbing frame. Throughout the session children use the climbing frame imaginatively and enthusiastically. They roll cars down the slide and create a cosy den for the dollies underneath it. Children develop their physical skills as they climb, balance and slide in different ways. However, children do not receive consistent guidance about how to use the climbing frame safely. For example, whether they can walk up the slide as well as sliding down. At circle time, however, children confidently tell staff some of the rules they need to follow. For example, they must walk indoors, share the toys and be kind to others. Children know when the music is played they need to listen. They are familiar with routines and know they need to wash their hands before they have their snack. This helps them develop good hygiene habits. However, children do not learn about putting toys away when they have finished with them so that play areas are safe and toys are ready for others to use. Consequently, the play areas become cluttered and are not as inviting as they are when children arrive.

Children develop positive relationships with staff which is evident in how relaxed they are in their environment. Generally, children behave well. Staff are beginning to develop behaviour management strategies to support individual children. When children first attend parents complete a booklet with detailed information about their child's individual needs. This helps staff get to know the children and respond to their individual needs. Each child has their own key person who gets to know them and liaises with parents regarding their welfare and learning. When children attend another setting staff make contact with them so they can work together to achieve continuity in the support they offer.

Children use a variety of toys and equipment at the pre-school. Some are set out ready for children to use while others are in storage units so that children can select them whenever they want to. Children enjoy playing in the fresh air and most use the garden during the morning. It is attractively set up with a variety of resources to support children's learning in all areas. Children bring their own lunch boxes for snack and lunch, and learn to organise themselves. This helps encourage independence and prepare them for school. Parents receive guidance about healthy foods which helps the pre-school encourage it with the children.

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

Management and staff have an appropriate understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have a sound knowledge and understanding of child protection issues and know what to do if they have concerns about a child in their care. All the required documentation is in place and generally it is completed appropriately. Children's records provide staff with the information they require to help them respond to individual health and welfare needs.

Management follow appropriate recruitment procedures to check staff are suitable to work with the children. This includes an induction when they first attend to introduce them to their roles and responsibilities.

The inspection was brought forward following a concern. This was about staff supervision of children when using the climbing frame and the frequency of children's nappies being changed. In addition concerns were raised about staff having hot drinks in the playroom when children are present and inconsistent first aid practices. The inspection found that staff complete risk assessments regularly to help them identify most potential hazards so they can put measures in place to create a safe environment for children. However, management do not always take account of the number of staff present when deciding what equipment is set out or how staff are deployed. They ensure that the required staffing ratios are met. At times, staff deployment does not always take account of supervision of the climbing frame. Staff are not always nearby or watching how children are using it, especially when children arrive in the morning and staff are talking to their parents. Consequently, safety is reliant on children following the rules, which they usually do. Staff are fully aware of the procedures for keeping children safe at other times and consistently follow them. For example, when taking children to the toilet. Management respond positively to feedback from the local authority and take steps to make improvements to their practice. For example, they have increased the frequency of checking and changing children's nappies so that they remain comfortable throughout their time at pre-school. Staff stopped having hot drinks in the same room as the children at lunch time. They reviewed the arrangements for dealing with accidents and administering first aid. However, not all staff are fully aware of these procedures, which results in inconsistent practice.

The manager is currently introducing a system of ongoing supervision and support for staff in addition to the annual appraisal and staff meetings. Management are keen to make improvements. However, self-evaluation processes are not sufficiently robust to help them achieve this. Consequently, areas for development are not always identified. The educational programme supports children to make steady progress. However staff do not always follow up next steps for children's progress to ensure there are no gaps in their learning. This results in some children's language development not being fully supported, particularly those learning English as an additional language. The arrangements for reviewing the success of activities are not yet fully established. This means at times some activities do not offer sufficient challenge, for example, in promoting children's mathematical development further.

Parents are complimentary in their views of the pre-school. They are satisfied with the information they receive and the opportunities to talk to their child's key person. Parents comment on how happy and settled their children are. They appreciate the arrangements for working with other professionals to support children with additional needs. Staff contact other settings children attend so they can promote continuity in the care and learning provided.

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 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

Unique reference number	131560
Local authority	Southampton
Inspection number	907468
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	38
Name of provider	St. Deny's Community Help Projects
Date of previous inspection	22/06/2010
Telephone number	023 8034 4377

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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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