

# Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM, NG9 8DJ

<b>Inspection date</b>	24/07/2013
Previous inspection date	16/07/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	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		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

- Children benefit from using a wide range of resources, such as natural objects and open-ended items. This supports them well to use their imagination and engage in pretend play.
- Partnerships with parents, the schools and specialised professionals are strong and fully support all children's needs.
- Children build strong attachments and relationships with the staff because of the homely, welcoming environment. As a result, they settle quickly into the setting's routine and become keen learners.
- The manager monitors the setting and the staff team effectively and supports professional development. As a result, this benefits all children.

### It is not yet good because

- Staff do not routinely encourage children to be independent by, for example, pouring their own drinks and serving their own food. This minimises opportunities for them to develop their good independence skills in learning and self-care.
- Adult guided, group activities do not always fully consider the needs and abilities of all children. This means that, sometimes, children are not fully engaged in a way that is of value to them.
- The owner does not always consider the safety of children in the setting, with particular reference to the visits of a pet dog to the daycare.

## 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 to the manager and deputy manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
- The inspector carried out a joint observation with the manager.

## Inspector

Sharon Alleary

## Full Report

### Information about the setting

Sparkle Daycare was registered in 2011. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted building in the Stapleford area of Nottinghamshire and is privately owned. The setting serves the local area and is accessible to all children. It operates from two rooms and there are two enclosed areas available for outdoor play.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. There are currently 25 early years children attending. The nursery provides funded early education for two-, three- and four-year-old children.

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

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

- ensure that risk assessments are complied with at all times, with particular reference to the prohibition of the dog visiting the setting.

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

- review the delivery of large group activities to ensure that they take into consideration the needs and aptitudes of all children and support each child's full engagement and participation
- encourage children to be independent by, for example, allowing them to pour their own drinks or serve their own food.

## Inspection judgements

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

Children are happy and contented in this homely, welcoming setting. Staff have a secure knowledge and understanding of the seven areas of learning. They provide a wide range

of activities, which successfully capture children's interests and support their development well and, consequently, children make good progress. Staff complete regular observations and assessments of the children and use these to plan purposeful activities around their next steps in learning. They track children's progress well by effectively linking their achievements to the developmental bands for each age range. Information is gathered about children's starting points from their parents through the completion of an 'all about me' form. This helps staff find out about their interests and enables them to begin to plan to meet their individual needs effectively. Staff successfully complete the 'progress check at age two' and identify any gaps in children's learning quickly. Consequently, children are making good progress towards the early learning goals.

Children become confident in their communications with staff and each other. Most staff working with babies and younger children are skilled at supporting children's language and increasing their vocabulary. They are attentive, respond quickly to their non-verbal communications, and model language well. They name objects children point to. Staff working with older children ensure that they have equal opportunities to share their ideas and news. For instance, children enjoy quality one-to-one time with staff, while playing together on the tablet computer. Therefore, children feel valued and develop their confidence and communication skills. Most children benefit from group time looking at books and repeating phrases to develop their literacy skills. However, sometimes, these activities, that are adult-led, are too long for some children and they lose interest and concentration. Therefore, they gain little from the experience and their learning is not always promoted as well as possible. Babies develop confidence in walking using furniture and staff as support. Good use is made of the outdoor play area to encourage children to be active in their play and learning. Children develop their movement skills well. They climb, jump, balance, run and successfully play on scooters, effectively negotiating the obstacles. Toddlers eagerly explore the wet sand and diggers, other children discover water and rice as they mix the two together.

Children experiment with quantities and measures as they use scales and weigh rice. The member of staff engages very well with children and asks open-ended questions that promote their critical thinking, language and communication skills well. For example, 'what will happen if we take some rice out?' Children are introduced to mathematics in everyday routines. For example, during group time the children sing 'five little speckled frogs.' Children develop a good understanding of the natural world as they plant seeds, grow and harvest plants, such as potatoes. The herb garden provides an ideal sensory experience for children to explore and discover. Children learn about caring for living things as they collect eggs from the settings hens and interact with 'Sparkle', the rabbit. The eggs are taken home by the manager as they come from untested chickens. A broad range of multicultural and diversity resources and pictures supports children's understanding of the diverse society we live in. Children become engrossed and learn how things work as they use the tablet computer. This demonstrates their understanding of the uses of technology. Children develop their imaginative skills well as they engage in camping role play. They enter the tent and pretend to sleep in the sleeping bags. The pretend food provides ample opportunities to create a 'barbeque'. Children develop their expressive arts and design skills as they create sandcastle pictures using glue, sand and other media.

Parents are kept closely informed about their children's progress and development through

the continuous exchange of information verbally and the sharing of daily diaries. Parents are provided with information about future activities and ways in which they can extend and support their children's learning at home on the noticeboard and in the diaries. There are opportunities for parents to see their child's learning records and to discuss in more depth their progress at parents' evenings. The setting try to offer flexible arrangements for parents, as a result they have introduced, 'Have a chat Tuesday'.

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

This is a relatively small setting, with a home from home feel in the heart of a close-knit community. Children have very strong supportive relationships with their key person and all staff, which means children are confident and have a high sense of well-being. They show that they feel safe and secure because they happily separate from their parents. Staff work hard to establish close relationships with parents before their child starts by gathering a good range of informative detail about the child's learning and development and care needs. This helps the key person plan play opportunities for the individual children. The effective key person system contributes towards children's feelings of security and well-being. Babies enjoy a relaxing cuddle as they wake, allowing them time to ease back into play and exploration. Children cooperate very well together in their play and have happy and friendly relationships with each other and with staff. Older early years children play harmoniously alongside babies and toddlers, respecting them and taking care around them. Behaviour is good and staff consistently offer praise and encouragement for this.

Children feel safe and secure in the setting as adults are always on hand for reassurance. This close supervision helps to give children a good sense of well-being. Practitioners promote an awareness of safety issues during play activities. For example, they remind children what might happen if they do not carry stools carefully. Regular fire drills consolidate children's understanding of staying safe. Snack and meal times are social occasions where children sit together to enjoy their food and one another's company. The setting provides children with healthy, traditional, home-cooked food. However, children do not serve their own food or pour their own drinks. This lessens opportunities for them to further develop their good levels of independence in self-care, express their food preferences and develop an understanding of appropriate portion size. A designated 'chef for the day' puts on a chefs outfit and acts as a waiter for the lunchtime session. This role is taken very seriously and gives children a sense of belonging and builds their self-esteem. Staff encourage children to implement effective hygiene routines, such as washing their hands before eating their snack and after using the toilet. Children are, mostly, encouraged to be as independent as possible. For instance, they put on their own shoes when going outside.

Children are accommodated in a clean, comfortable environment that is secure and well maintained. Staff put a lot of effort into the presentation of their rooms, resulting in interesting, attractive and child-friendly surroundings. The environment is very well

organised and offers a wealth of opportunities for children to learn and develop independently. Resources are plentiful and of a high quality and cater for all areas of learning. Play materials are arranged to be easily accessible; this encourages children to help themselves and follow their own interests. The manager has used the space she has to create a delightfully inviting and stimulating setting.

The outdoor space is well used. All children have regular opportunities to get fresh air and exercise and the children can choose to go outside for most of the day. There are two garden sections, each offering unique experiences. For instance, one offers more physical opportunities in the open air. While the other offers a sheltered area, with hands-on gardening experiences and creative activities, such as instruments and a mud kitchen. The setting places a strong emphasis on helping children with transition and they ensure children are well prepared as they progress from room to room and then on to big school. When children move on to another early years setting, staff share summary documents to ensure children experience a smooth transition.

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

Earlier in the year the nursery were issued with a Notice to Improve by Ofsted to ensure people whose suitability has not been checked do not have unsupervised contact with children being cared for. The manager took immediate action to guarantee that all members of staff who worked unsupervised with children have full checks. The small staff team are led by a very committed manager and deputy manager. The manager has an effective monitoring system for the delivery of the educational programmes. Individual children and groups of children are tracked and monitored successfully. As a result, children are developing well in all seven areas of learning and progressing well towards the early learning goals of the Statutory framework for the Early Years Foundation Stage. All staff complete child protection training and have a good understanding of their responsibilities in this area. The manager and staff have a secure understanding of the signs and symptoms of abuse or neglect and the action they must take to ensure children are protected.

Robust recruitment, induction and vetting procedures ensure the suitability of adults employed. The manager undertakes highly effective appraisal and supervision sessions to assess the effectiveness of teaching and learning and to increase confidence. This in turn improves the quality of care and education that the children receive. This results in staff improving their knowledge to inform practice. Recently introduced video supervision has identified areas of weakness. As a result, the manager and staff are currently working on developing aspects of communication and language, which has a positive impact on children. The staff team hold regular team meetings. However, due to the small size of the team, staff talk constantly about the individual children and learning requirements. The premises are secure and children are well supervised.

The inspection took place following notification of a dog on the premises biting a delivery

driver. Following the incident the manager took immediate action to make sure children were safe, by updating the risk assessments to include the prohibition of pets visiting the setting. Further risk assessments, monitoring of visitors to the setting and good security of the premises, including handling of animals, ensure that risks to children are effectively minimised. The setting has the full range of policies and procedures needed to organise the daycare effectively and to keep children safe. These are appropriately reviewed and updated in line with current legislation.

Good attention is paid to self-evaluation and promoting continuous development. Parents, staff and other professionals are involved in this process to ensure that their views are considered when planning future improvements. The manager is constantly reflecting and evaluating the setting's practice to identify priorities for improvement. Parents spoken to during the inspection provided very positive feedback regarding the setting. They particularly appreciate the welcoming atmosphere and the friendly and approachable staff. One parent comments, 'I see Sparkle as our extended family'. There is a wealth of information on display so that parents are fully informed about the Early Years Foundation Stage and the organisation of the setting. Partnerships with external agencies are well established and further support staff with successfully meeting the needs of all children to help them make good progress. These successful partnerships and the good level of learning children receive prepare them very well for their transition to school and provide continuity of learning.

### **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 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>	EY435689
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	928314
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	19
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Emma Walker
<b>Date of previous inspection</b>	16/07/2012
<b>Telephone number</b>	07901822338

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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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