

# Sparklers Preschool

c/o Basildon Primary School, Beckfords, Upper Basildon, Reading, Berkshire, RG8 8PD

<b>Inspection date</b>	09/09/2013
Previous inspection date	12/12/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	1
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

- Staff effectively motivate children to learn through the purposeful and fun play activities indoors and outside. Children are happy and keen to learn because of strong relationships with staff.
- Partnerships with parents are strong. Parents speak highly about the nursery, how staff identify their children's individual needs and the different ways staff support them.
- Staff prepare the children very well for their move into school and this helps them to be ready and eager to learn as soon as they start in the reception class.
- Staff effectively support children's growing independence as they encourage them to do things for themselves such as preparing their snack and carrying their own lunch tray.

### It is not yet good because

- Managers and staff are not aware of the requirements of the Statutory Framework for the Early Years Foundation Stage to fully assess the continuing suitability of staff.
- Some daily care routines children are not managed as well as possible, leading to children wasting time as they sit waiting for staff and children to complete the preparation for lunch time.
- The pre-school does not always use a set of challenging criteria, including reference to the Statutory Framework for the Foundation Stage to effectively monitor how practice is improving the services for children.

## 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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the classroom, the outside learning environment and on the school field. She talked with the staff and children.
- The inspector held discussions with the manager and chairperson of the provision.
- The inspector looked at a sample of children's assessment records and a range of other documentation.
- The inspector and manager undertook a joint observation.
- The inspector also took account of the views of parents and carers spoken to on the day.

## Inspector

Sheila Harrison

## Full Report

### Information about the setting

Sparklers Pre-School opened in 2001 and is registered on the Early Years Register and voluntary part of the Childcare Register. It is a registered charity and is run by a committee of parents. It operates from a room within Basildon Church of England Primary School, in the rural village of Upper Basildon in Berkshire. It has an enclosed outdoor play area and the use of the school grounds.

The nursery employs four members of child care staff. Of these, two hold an appropriate early years qualification at level 3 and two members of staff have a level 2 qualification.

The nursery opens Monday to Friday term time only. Sessions are from 9am until 3pm. Children attend for a variety of sessions. There are currently 43 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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

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

- make sure the requirements of the Statutory Framework for the Early Years Foundation Stage are understood so that records, policies and procedures are fully appropriate and help to ensure the continuing suitability of adults who have contact with children.

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

- enhance the opportunities for the children to be fully involved in purposeful play by monitoring and minimising time waiting for care tasks to be undertaken
- enhance the systems for monitoring the provision and developing well-focused improvement plans by using challenging criteria to improve services for children.

## Inspection judgements

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

Children are happy, eager to attend and busily involved in purposeful play. Staff provide rich and varied experiences based on their knowledge of the children's interests. They ensure that children quickly engage in their play and learning. Staff are readily on hand to read favourite stories and talk to children in the role-play area.

The pre-school is very well resourced and resources are used successfully to promote children's learning both inside and outdoors. The pre-school has a wide range of notices displayed and writing for a purpose is encouraged in all the play areas. Therefore children gain awareness that print carries meaning and they can easily practise their early writing skills.

Children make very good progress in their learning and development as staff closely observe them at play. Staff record their progress thoroughly and use this information well to plan precisely the next steps in their learning. Older children are encouraged to develop their early reading skills as they explore hearing the initial sounds of words using a phonics system. Staff understand the different assessment processes, such as the progress check at age two. This ensures that any need for additional support for children can be identified, shared with parents and acted upon promptly.

Staff create games that excite the children. Children are eager to participate jangling the keys and passing to the next child. When it is their turn they listen carefully to hear where the sound is. Staff expertly monitor the game to ensure both the younger and older, more capable children can succeed. This enables the children to develop appropriate skills and attitudes for the next stage of their learning.

Staff encourage children to join in ring games outside. Children learn to take turns and consider the feelings of others as they 'pat the dog' carefully. They take on individual roles such as the 'sleeping princess' as they act out favourite stories. This aids in the formation of their skills in language and communication in a fun way. Children move around their friends competently, as they go around the circle they offer ideas of the movements to make, such as doing 'star jumps'. Children feel a sense of achievement as they complete the actions and this helps them develop the social skills in order to be ready for school.

Very strong links are in place between pre-school and home. The pre-school holds evening meetings and coffee mornings with the parents to view their children's learning journals and to discuss individual development with each child's key person. Staff use these occasions to explain the introduction of phonics to parents. Staff share ideas for supporting children at home and parents are kept involved in their children's continuing progress. Parents comment that the staff take account of their children's individual needs and preferences as they know them very well.

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

Many aspects of the provision for children's well-being are very good. However, due to a lack of awareness of all statutory requirements to check the ongoing suitability of staff, safeguarding measures are not fully robust. This has the potential to compromise

children's well-being. There is a calm and comfortable atmosphere where staff encourage children to build a strong rapport with their key person. Parents report they know and speak to their child's key person regularly and this helps them to feel welcome. They are urged to bring in photographs of their family at the start of term as part of the programme to help children discuss their families. Established children quickly involve new children in their play. The very few children that are unsettled during their first sessions are sensitively supported by staff by keeping them close and distracting them through reading stories in very small groups of children. This helps children to start to make friends. Staff encourage children to behave well. At large group time they discuss the 'golden rules'. Children are asked to remember why they walk indoors, listen carefully and be kind to others. Staff support children to take care of each other while they wait for the rest to complete the hand washing routine before lunch. However, this time leaves children waiting with nothing to do for too long. Occasionally, resulting in experiences that do not offer sufficient challenge to support their care and learning.

Staff help children to be very well prepared for their move to school. They make full use of the school facilities including using the playground and school hall for physical education. Children attend some of the school assemblies and go with the whole school to the local church for some church services. The reception school teacher visits the children in the pre-school and they visit their new classroom before they start school. The head teacher commented during the inspection how well the children have managed their move into school.

Children have good opportunities to learn about health lifestyles. They enjoy using the challenging play equipment in the school field, learning to climb and balance safely. They learn about the health benefits of exercise in the regular physical education lessons. Some children take the option of lessons with the peripatetic sports coach who visits twice a week. They thoroughly enjoy the lessons reinforcing skills they have previously learnt and learning new skills. Children remember the different methods of throwing a ball for long or short distances. They learn to call the children's name before they throw and how to catch a ball. This helps them to persevere and grow in confidence, building their self-esteem when they are successful. Staff take the opportunity of the children crossing the pathway to the school field to discuss road safety. They look out for lorries and vans visiting as part of the school's building programme. This helps them develop an awareness of personal safety.

Children enjoy the healthy snack time choosing to eat at a time that suits them. Their independence is effectively supported as staff encourage them to manage their self-care skills very well. Children are encouraged to try to take their own coats off, visit the toilet themselves, spread their own crackers at snack time and they competently carry their own lunch tray in the school dining hall.

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

The pre-school's arrangements for safeguarding are adequate and help ensure that children's safety is prioritised and promoted. Staff have all attended safeguarding training to improve their knowledge and are aware of what to do if they have concerns about a child. The management and staff are strongly committed to reducing risks to the children. Risk assessments of the environment are robust and staff continue to assess the environment to maintain children's safety.

This inspection was brought forward as a result of information brought to the attention of Ofsted and the need to ensure that the provider is taking suitable measures to ensure the ongoing suitability of staff. The inspection findings show that appropriate recruitment and induction systems in place ensure that staff are initially suitable for their roles at the pre-school. However, the pre-school management are not currently aware of some of the welfare requirements relating to checking staff's continuing suitability and the procedures to follow. This is a breach of the legal requirements for the Early Years Register and Childcare Register and has the potential to compromise children's welfare.

The pre-school has effective systems for monitoring the children's learning and development. Each child has an end of term report and this is linked to the specific age bands within the areas of learning. Staff and parents can quickly identify areas to focus on in future planning to ensure children are continuing to make good progress.

The committee, staff and parents opinions are sought to support the self-evaluation process. These comments are used to set targets for improvement and demonstrate the pre-school's commitment to continuing improvement. However, the pre-school does not use challenging criteria to ensure requirements are fully introduced and monitored to make sure children receive the best possible care and education.

Staff maintain suitable levels of communication with children's other early years providers and other professionals involved in children's health and well-being. This helps to ensure children receive consistent learning support. Parents report they are very happy with the service the pre-school provides. They have found the new system of weekly emails a very useful improvement. One parent stated that she is 'totally confident' that her children are in good hands while at pre-school.

### **The Childcare Register**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### **To meet the requirements of the Childcare Register the provider must:**

- make sure there are effective systems to ensure that any person caring for, or in regular contact with, children is suitable to work with children.

## 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>	955551
<b>Local authority</b>	West Berkshire (Newbury)
<b>Inspection number</b>	907462
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	43
<b>Name of provider</b>	Sparklers Preschool Committee
<b>Date of previous inspection</b>	12/12/2011
<b>Telephone number</b>	07920 110 048

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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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