

Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM, NG9 8DJ

Inspection date	15/10/2013
Previous inspection date	24/07/2013

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is at risk because they are driven to school in an overcrowded car so they do not all have appropriate seat restraints.
- Staff who take children to school do not have a current paediatric first-aid certificate so children's safety is further compromised.
- Rigorous recruitment procedures are not in place to ensure all staff working with children are suitable to do so. For example, a Disclosure and Barring Service check is not in place for all members of staff, and information about identity checks is not adequately recorded.
- Sometimes literacy and mathematical experiences for the older children are not provided through planned and purposeful play. Therefore, children are not always effectively supported to make best progress in these areas of learning.

It has the following strengths

- Children are making adequate progress in their learning and development.

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 children during activities indoors and outdoors.
- The inspector carried out a joint observation with the owner.
- The inspector looked at children's assessment records and a range of other documentation.
- The inspector spoke with the owner, deputy and practitioners at appropriate times throughout the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Joanne Gray

Full Report

Information about the setting

Sparkle Daycare was registered in 2011 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the Stapleford area of Nottingham and is privately owned. The nursery 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 and learning.

The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery 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 33 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

The provision is inadequate and Ofsted intends to take the following enforcement action:

We will issue a Welfare Requirements Notice with a completion date of 10 December 2013 requiring the provider to:

ensure that risk assessments and the nursery's policies and procedures are followed to ensure the safety of children at all times. This particularly relates to the risk assessment for outings and the use of appropriate seat restraints for all children in the vehicles used to transport them

ensure a Disclosure and Barring Service check is carried out for all staff working directly with the children

ensure effective recording of information about vetting processes. For example, record the Disclosure and Barring Service check reference number, date obtained and details of who obtained it.

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

- ensure that at least one person with a current paediatric first-aid certificate accompanies children on outings.

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

- extend the range of activities and playful experiences planned for the older children in mathematical development, for example by counting during everyday routines, playing number games and matching a number of objects to written numerals
- extend the range of activities and playful experiences planned for the older children in literacy development, for example by discussing the sequence of events in a story, encouraging them to predict what will happen next, pointing to the text when reading to them and making shopping lists during role play.

Inspection judgements

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

Staff have a satisfactory understanding of the Early Years Foundation Stage and generally provide a range of suitable experiences to help children make progress towards the early learning goals. Overall, children are adequately prepared for the next stage of their

learning. Staff make observations of children's learning and record them in their individual development files. They then carry out a development review of each child every term and use the information gathered to target their next steps in learning. This information is shared with parents, and they are given suitable ideas of how they can support their children's learning at home. For example, they are given leaflets containing information and advice, in order to support their children's speech and language development.

Children are developing an interest in books because there are plenty available for them to select them for themselves. They also enjoy listening to stories in small groups, both indoors and outdoors. Staff read stories to them using an appropriate tone of voice and use props to maintain children's interest. Children have the opportunity to draw on a chalkboard and write on dry-wipe boards to practise their writing skills. However, opportunities to extend the literacy development of older children are sometimes limited, too adult-led or over-prescribed. This means some children are not making best progress in this area of learning.

Children access tablet computers and enjoy completing simple programmes so they are learning to use technology. They are developing an understanding of diversity and the wider world because they explore a variety of festivals, such as Diwali and harvest festival. Staff also provide children with a range of books, photographs and resources that represent diverse backgrounds. Staff grow vegetables with the children in the garden so they are developing an understanding of the natural world. Outside, children develop their physical skills as they jump around on plastic horses and push the dolls around in pushchairs. They learn how to thread and develop their manual skills as staff show them how to 'push and pull' the ribbons through the grids hanging from the canopy.

Staff ask children open-ended questions to stimulate their language and communication development. For example, when children are pretending to grow flowers in a tub they ask them 'What would we need the mud for?' Staff also repeat words back to the children, pronouncing them correctly so they learn how to say them. Children enjoy playing in the home corner and pretending to make a cup of tea and caring for their 'babies', showing they have vivid imaginations. They learn how to use tools for different purposes as they spread glue and stick glitter and sequins to the divas they are making for Diwali.

Children are learning to recognise numbers because they explore plastic ones filled with liquid and see them displayed around the environment. Staff sometimes count with the children; for example, they count the dinosaurs as they read a story to the children. They use mathematical language with the children as they play in the sand, for example 'full' and 'empty'. However, opportunities to extend older children's mathematical skills are limited and are not offered in a practical way to support children's motivation or engagement. For example, staff complete worksheets with children and ask them to colour a number of objects instead of counting real objects.

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

Staff find out about children's individual needs and interests from their parents before they start. This helps children to settle and have appropriate emotional attachments with staff

so they feel safe and secure in the nursery. Staff remind children to watch their step as they go outside so they are learning how to keep themselves safe. However, this is a false sense of security as they are not kept safe on outings and systems are not in place to make sure the staff working with them are suitable to do so.

Children develop independence because staff give them time to put on their own coats and shoes before going outside. Older children also take themselves to the toilet and remember to wash their hands afterwards. They are learning to be active and understand the benefits of physical activity because they have regular opportunities to play outdoors. Children have reasonable behaviour because staff teach them to share with their friends and remind them, 'Ask nicely for toys, don't snatch'. The nursery cook provides the children with healthy meals and has recently been awarded five stars for food hygiene by the environmental health department. Therefore, children are learning about the importance of a healthy diet.

Satisfactory partnership working with other settings and outside agencies provides consistency to children's care and learning. Children are adequately prepared for their move to school because the owner attends meetings with teachers from local schools to share information about children's learning and development. This means teachers get to know about children's personalities and needs before they start. Because the nursery is small, children get to know all the staff and spend time in both rooms, this means babies are prepared for their move into the main room.

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

The leadership and management of the nursery is inadequate. The nursery is not meeting some of the requirements of the Early Years Foundation Stage or the Childcare Register,, which is having a negative impact on the children's safety and well-being. The inspection took place as a result of concerns being raised. The inspection found that children's safety is compromised because too many of them are taken to school in a vehicle at the same time. This means that they do not have enough seatbelts or child restraints to keep them safe during the journey. In addition, the member of staff who drives the car does not have a current paediatric first-aid certificate.

The nursery has previously been issued with a notice to improve by Ofsted for not ensuring the suitability of staff caring for the children. Despite this, recruitment practices are still not rigorous enough to make sure that all staff are suitable to work with children. For example, the owner has not applied for a Disclosure and Barring Service check for all members of staff. Furthermore, she has not accurately recorded information about checks for regular volunteers in the nursery. All staff have regular supervision with the owner. They are also encouraged to review their own practice by looking at video clips of themselves working with the children. This means the owner identifies their training needs and supports them to continue their development.

The nursery is secure, with a locked gate which can only be opened from the inside. Visitors sign in and out of the nursery and are reminded not to use their mobile

telephones. Staff have received training in child protection and know the correct procedures to follow should they have any concerns about children. Staff have an adequate understanding of the Early Years Foundation Stage so they mostly plan stimulating activities for the children. The owner works directly with the children so she knows them well. She uses information from the children's termly assessments to make sure there are no gaps in particular areas of learning. She also looks at different groups of children to make sure they are all making sufficient progress in their learning.

Parents comment that they are happy with the nursery and say that the staff care for their children well. They receive regular newsletters to keep them informed about what is happening at nursery and have a notice board in the entrance area, which displays relevant information. The nursery has adequate relationships with the schools that children also attend because staff have regular contact and share information when they take and collect them. Although the nursery does not currently have any children with special needs and/or disabilities in attendance, staff understand the importance of working with other professionals, in order to offer appropriate support.

The owner sends out questionnaires to parents and other agencies who use the nursery to find out their ideas for improving the nursery. She also encourages the staff to make notes in a diary of things that went well or need to be changed. She has also addressed some of the recommendations from the previous inspection, for example having smaller group times to better meet the needs of children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

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:

- undertake an effective risk assessment of the premises, equipment and outings and ensure that all necessary measures are taken to minimise any identified risks (compulsory part of the Childcare Register)
- ensure a Disclosure and Barring Service check is carried out for all staff working directly with the children (compulsory part of the Childcare Register)
- undertake an effective risk assessment of the premises, equipment and outings and ensure that all necessary measures are taken to minimise any identified risks (voluntary part of the Childcare Register)
- ensure a Disclosure and Barring Service check is carried out for all staff working directly with the children (voluntary part of the Childcare Register)

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	EY435689
Local authority	Nottinghamshire
Inspection number	938901
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	40
Name of provider	Emma Walker
Date of previous inspection	24/07/2013
Telephone number	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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