

Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM, NG9 8DJ

Inspection date	17/06/2014
Previous inspection date	15/10/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 requires improvement

- Children are well safeguarded. This is because staff are knowledgeable about their role and responsibility to keep children safe and the premises are kept secure.
- Parents speak highly of the nursery and staff work well with other agencies.
- Children behave well and have good relationships with staff and other children. This supports the children's personal, social and emotional development.

It is not yet good because

- The quality of teaching is not always sufficiently focused to fully challenge children's learning and to encourage them to think and extend their skills. Therefore, children's learning and development is not always promoted.
- Staff do not always promote children's understanding of a healthy lifestyle because children are not always given healthy options to choose from at snack and mealtimes.
- Although the manager identifies groups of children and individual children who may need extra support to meet their needs, this system is not fully embedded as she is yet to put in place interventions to ensure all children make good progress.

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 looked at children's assessment records and a range of other documentation.
- The inspector conducted a joint observation with the manager.
- The inspector checked evidence of suitability of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Dawn Larkin

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 four members of childcare staff. Of these, three hold appropriate early years qualifications, two at level 3 and one at level 2. 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 24 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:

- provide further challenging experiences for all children by improving the consistent use of appropriate teaching strategies so that children develop their critical thinking skills across a range of challenging activities.

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

- ensure messages about healthy eating are reinforced for children, through the provision of healthy snacks and meals
- embed tracking systems to implement interventions for those children who require extra support to meet their individual needs to ensure they make the best possible progress.

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 and development because staff have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. Staff have a suitable awareness of the ways in which children learn best and provide them with some opportunities to explore, investigate and to learn through first-hand experiences. Children enjoy attending nursery and are involved in learning through playing and exploring. For example, children investigate the direction of the wind using windmills. Staff complete learning journey records for each child. These

contain information on entry from parents, observations, next steps for learning and photographs as evidence of children's progress. Daily communication between staff and parents ensures they are informed about what their children have been learning while at nursery.

Teaching of mathematics and literacy has improved since the last inspection and staff now use purposeful play opportunities to support children's development in these areas of learning. For example, when playing in the 'slime' children are encouraged to count and name the pretend bugs as they pick them out using tweezers. This gives children practise in counting items in a play context, while staff support and give guidance as required. Staff engage children in musical interaction, which supports children's enjoyment of songs and their language development in an imaginative and fun way. For example, children enjoy hiding under the lycra during a singing game and this supports their emerging understanding of positional language. Children are given purpose to their emerging writing skills because they write their own names and label puddings they have made during the morning. However, on occasions the quality of teaching is not always sufficiently focused to fully challenge children's learning and to encourage them to think and extend their skills. For example, when playing with children outside staff support children in building towers with blocks. Together they enjoy watching them fall down and staff support children's language by commenting about what is happening. However, some children become disengaged in the activity and wonder off because the play does not hold their attention as it not challenging them. Children are not always encouraged to solve problems in their play and to talk about what they are doing or trying to achieve. For example, how to build a taller tower that does not fall down. Sometimes they are not fully challenged through questions that encourage them to think creatively and critically. As a result, children make satisfactory rather than good progress.

Children make decisions for themselves and are becoming independent learners because they can self-select from a wide range of activities across all areas of learning. Staff encourage them to make their own choices about what they might like to eat at snack time through the use of signs and symbols ensuring all children are involved in this decision making process. The use of signs is promoted throughout the nursery and consequently, aids all children's communication skills. Children are given opportunities to develop their physical skills through the use of wheeled toys, balancing on tires, climbing and using slides. Children's use of technology is encouraged through access to interactive tablet computers. Daily access to the outdoor area ensures the children are developing an understanding of the world around them as they learn about the many nursery pets and how to care for them. As a result, children are obtaining most of the skills, attitudes and dispositions they need to be ready for school.

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

Children are given the opportunity to access fresh air and exercise, which helps them to develop some good attitudes towards a healthy lifestyle. However, on occasions children are not given healthy options at snack and mealtimes. This does not promote children's understanding of a healthy lifestyle. Children are learning good hygiene routines and know they must wash their hands after using the toilet and before handling food. All children

participate in regular fire drills, which support their growing awareness of how to keep themselves safe.

Children share warm relationships with the approachable and friendly staff. They settle well because key persons find out information from parents and carers about their child before they start at the nursery. This supports their move from home to the nursery. Attachments are strong because staff listen closely to parents and children during drop off and pick up times, children happily say goodbye to their parents before independently engaging in activities. Children benefit from the staff's positive interactions during their play and this means that children's emotional well-being is well fostered. Parents comment that their children are very happy in the nursery and describe the staff as, 'friendly, approachable and caring'.

Staff encourage children to develop their independence skills and emotional readiness for their next stages in learning. For example, they support children in their understanding of acceptable behaviour and encourage them to take turns, share, listen and be kind to each other. This supports children to form positive relationships with each other and promotes their personal, social and emotional development. Staff consistently offer praise and encouragement, which helps to promote children's self-esteem and confidence. Children play and behave well together because staff give them clear boundaries and children understand what is expected of them. In addition, children are developing self-help skills because at lunchtime they serve their own food and put on their own shoes before going out to play. Children are able to select their own resources for play because the resources are labelled and children understand where they belong.

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

There are suitable safeguarding procedures in place. The manager and her team are aware of the issues that may cause them concern with regard to a child's safety and welfare and they know the appropriate steps to take to share information. There is a comprehensive safeguarding policy in place that details how children's safety is promoted within the nursery. Since the last inspection by Ofsted, where the nursery received a number of actions to improve and one subsequent monitoring visit, the manager has implemented effective changes to make sure children are safeguarded and their welfare assured. Appropriate risk assessments are implemented and that the nursery policies are now followed to ensure the safety of children at all times. The manager now has appropriate recruitment and vetting procedures to ensure all staff are suitable to work with young children. This is also suitably recorded. All staff now hold current paediatric first-aid certificates, so that they have an appropriate understanding of how to deal with minor injuries and keeps children safe.

Staff have a satisfactory knowledge of how children learn and they generally plan appropriate experiences for the children. The manager and staff monitor the progress of the children and the educational programmes. This is completed with the use of observations and tracking the children's achievements. The tracking system is new and the manager has identified groups of children and individual children who may need extra

support to meet their needs. However, the system is not fully embedded and the manager is still to put interventions into place to support children to make the best possible progress. The manager monitors staff performance through supervisions, appraisals and observations, including video observations. In addition, staff are encouraged to attend relevant training courses to support their teaching and the outcomes for the children. Since the last inspection and subsequent monitoring visit, all staff have received training in mathematics and literacy teaching in the early years. Consequently, teaching and learning have improved in these areas of learning and development.

The nursery has suitable relationships with parents and shares with them their child's achievements and progress. Parents are provided with information to support their child's learning at home and are kept informed through a notice board, newsletters, written and verbal communications. To aid all children, good links have been established with outside agencies, such as the local children's centre and other agencies. For example, the nursery takes advice from the local authority advisor to improve the provision and the outcome for the children. Parents' views are sought to help support and develop the provision.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	963445
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	18
Number of children on roll	24
Name of provider	Emma Walker
Date of previous inspection	15/10/2013
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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