

# Sparklers Pre-School

Peatmoor Community School, Pepperbox Hill, Peatmoor, Swindon, Wiltshire, SN5 5DP

<b>Inspection date</b>	27/11/2014
Previous inspection date	07/07/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Teaching is good. Staff accurately monitor children's development and their next steps in learning are identified and well planned for.
- Children are protected because staff have a good understanding of their role in safeguarding all children.
- There are very good partnerships in place with local schools and teaching staff. This means children are supported well as they move into full-time school.
- The supervisor leads the staff team well and implements effective procedures, that help to ensure all children form strong bonds with their key person and are relaxed and secure.

### It is not yet outstanding because

- At times, staff do not always offer the range of quality experiences outdoors that children receive indoors, to further enhance their interests and learning opportunities.
- The management team have not yet fully included peer observations when monitoring staff performance, so that staff can learn from each other through honest and critical reflection.

## 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.

## Inspection activities

- The inspector observed activities in the main playroom and outdoor play area.
- The inspector held discussions with the supervisor and registered person, and spoke with the staff and children at appropriate times during the inspection.  
The inspector looked at the children's learning records, planning documentation,
- evidence of suitability of staff working in the nursery, a selection of policies and procedures, and a range of other documentation
- The inspector undertook a joint observation with the supervisor.
- The inspector took account of the views of parents and carers spoken to on the day.

**Inspector**  
Julie Swann

## Full report

### Information about the setting

Sparklers Pre-School opened in 1990. It operates from a room in Peatmoor Community Primary School and has full disabled access. It is on the Early Years Register. The pre-school is open five days a week during school term time. Sessions run from 8.45 am to 11.45 am, each morning and then 12.15 pm to 3.15pm Mondays, Tuesdays and Thursdays. Children attend for a variety of sessions and a lunch session is available for children who attend all day. All children share access to a secure, enclosed outdoor play area. There are currently 25 children on roll. The pre-school currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school employs five staff, all of whom hold appropriate early years qualifications. The pre-school receives support from the local authority and works in partnership with the host school on the same site.

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

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

- develop further the learning opportunities provided outside to enhance children's different interests and learning experiences
- enhance further the existing systems for the monitoring of staff performance by, for example, fully establishing peer observations so children continue to receive the best teaching and care possible.

### Inspection judgements

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

Staff have a good knowledge of the Early Years Foundation Stage learning and development requirements, and this means that children take part in a broad range of activities, which cover all aspects of learning. Children's learning journeys contain a good range of information and staff regularly observe children to identify children's individual next steps in learning. Staff use this information to plan a good range of challenging and purposeful play and learning opportunities that meet each child's individual needs. Staff regularly invite parents to review their child's 'learning journeys' and any areas where children may need additional support are discussed. This in turn, enhances the opportunities for parents to share information about their child's achievements at home, and helps to ensure continuity of children's progress and development.

Children have many opportunities to develop their communication and language, and literacy skills. Children chat together happily during activities and have ready access to a

wide selection of fiction and non-fiction books. Children enjoyed looking at books independently and sat happily with their friends, while reciting familiar stories. Staff read books to children during group times and used open-ended questions, allowing time for children to respond. For example, the staff member asks children if they can see any words in the book that begins with the same letter as the 'letter of the week'. Children respond with gusto. Staff show children how to pronounce and use words by responding and repeating what they say in the correct way. This promotes children's developing speaking skills and understanding that text carries meaning. Children develop their mathematical and positional language during play. Staff consistently supported children to use numbers and encouraged problem-solving skills. For example, staff supported children to count the boys that were in session, and then the girls. Staff then skilfully introduced adding and subtracting. As a result, children acquire the skills, attitudes and dispositions they need to be ready for school.

Children have access to a good range of resources to extend all areas of learning. Children experimented with paint in the creative area, while painting toy vehicles and then making tracks on paper. In addition, children made leaf prints to experiment further with textures, shapes and patterns. Children are developing early writing skills as staff supported them to write their names independently on their work. Children frequently use construction and demonstrate their small physical skills well, as they fit pieces together. Staff used this opportunity effectively, to talk about what they are making, which on this occasion were bridges. Staff discussed with children how tall the bridge was and made links as they talked about a nearby bridge. Staff support children's physical development with 'wellie walks' and outings to collect natural resources, such as leaves when they fall off the trees. Children go outside daily to play and staff make good use of the available resources. However, staff have not yet fully developed a range of outdoor resources that offer children a truly stimulating learning environment. This means children's learning opportunities outside are not as rich and varied.

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

Staff have implemented an effective key-person system, which is well embedded and works very well. For example, children are placed with staff that they respond to, which enables them to build strong bonds with them. Staff are deployed effectively, so that all children are well cared for and their individual needs are met. Staff are extremely attentive, providing genuine warmth and affection to every child. Consequently, children feel safe and secure, giving them confidence that supports their personal, social and emotional development. Children behave well because staff are good role models and children are aware of the boundaries within the pre-school. Staff are consistent in their approach, using lots of praise for positive behaviour. Children learn to share and take turns in their games, helping them to build strong relationships with others in preparation for going to school. Children consistently demonstrated good manners, saying 'Please,' 'Thank you' and 'Excuse me'. As a result, children learn the behavioural expectations of the pre-school and about consequences.

Staff support children's independence skills well. For example, children set the table for

snack, peel their own fruit and butter their own crackers, as well as pouring their own milk or water. Staff have a good understanding of allergies and any allergies are highlighted and displayed. Children understand why it is important to wash their hands before they eat in order to prevent germs spreading and becoming poorly. They independently and confidently follow hand-washing routines during snack and after messy play and quickly dispose of paper towels appropriately. Children demonstrated their understanding of safety by the way they moved around the pre-school, giving consideration for others and their own safety. For example, children reminded each other not to leave toys by the exit doors. Children are encouraged to assess their own risks. For example, staff supported children to use scissors and discussed with children the importance of holding scissors correctly and not putting resources in their mouths. Children practise the evacuation procedures regularly. Children have frequent opportunities throughout the day to experience fresh air and be active.

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

Leadership and management are good. The management team has a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff clearly know and understand the pre-school safeguarding arrangements and parents are made fully aware of the staff's duty of care to act in the child's best interests at all times. All staff have attended safeguarding and first-aid training. The management team has clear policies and procedures in place, which include safeguarding, confidentiality, mobile phone and camera. All policies are displayed and shared with parents, and are understood and implemented well by staff to ensure the well-being of children. In addition, staff are fully versed with the whistle-blowing policy should they have any concerns regarding their colleague's conduct. The management team has completed safer recruitment training and has secure recruitment, vetting and induction and appraisal procedures in place. This helps to ensure the suitability of staff to work with children. Staff conduct risk assessments for the pre-school and accidents or incidents are closely evaluated to promote children's welfare. This helps to ensure that children can play in a safe and secure environment.

The staff team is enthusiastic and dedicated to providing good quality care for children. The supervisor works alongside staff daily and carefully monitors the planning and activities provided to ensure there are no gaps in the educational programme. As a result, children's learning and development is good and met through a blend of child-initiated and adult-led activities. The supervisor has regular supervision sessions with staff, where they are encouraged to reflect on their practice and identify further training or areas of their personal development they want to improve. However, the use of peer observations is not fully developed to provide sharply focused evaluations of the impact of staff practice, and improve the ability of staff that already have very effective teaching skills. The management team has effective self-evaluation procedures in place and relevant timescales to meet the targets set, such as extending resources for the outside areas. Staff, parents, children and other partners all contribute to the pre-school's self-evaluation. This approach effectively supports continuous improvement for the staff and

the quality of provision for children.

The management team has forged very strong relationships with local schools and welcomes visits from teaching staff. This provides very good support for children who are moving into full-time school. Staff and children visit the local schools where children will transfer to and staff exchange information using a transfer document and discussions with the child's new teacher. Additionally, staff work closely with other professionals to support children when the need arises. Parents express very complimentary comments about the care of their children and receive information through regular newsletters and informative notice boards. Staff make parents feel welcome in the pre-school and provide daily feedback, in addition to regular consultations, so that parents are continually involved in their children's learning and development. These close partnerships ensure continuity and coherence in each child's care and learning.

## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	109086
<b>Local authority</b>	Swindon
<b>Inspection number</b>	839570
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	21
<b>Number of children on roll</b>	25
<b>Name of provider</b>	Sparklers Pre-School Committee
<b>Date of previous inspection</b>	07/07/2009
<b>Telephone number</b>	01793 875777

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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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