

# Sparkling Angels Day Nursery & Preschool

LINGWOOD CLINIC, 20 Victoria Road, Stanford Le Hope, SS17 0HS



## Inspection date

Previous inspection date

31 March 2015

Not applicable

## The quality and standards of the early years provision

**This inspection:**

**Good**

**2**

Previous inspection:

Not applicable

How well the early years provision meets the needs of the range of children who attend Good 2

The contribution of the early years provision to the well-being of children Good 2

The effectiveness of the leadership and management of the early years provision Good 2

The setting **meets legal requirements for early years settings**

## Summary of key findings for parents

### This provision is good

- The quality of the teaching is good and staff plan interesting learning experiences, which build on children's existing skills and their emerging interests. The outdoor environment has been imaginatively developed to include all areas of learning, to support children who learn best outside.
- The manager and staff effectively assess and monitor children's progress in order to identify gaps in their learning and establish learning priorities.
- Children benefit from an effective key-person system, which helps them feel settled, safe and secure. As a result, they form good attachments with staff who know them well.
- Partnerships with parents are strong. Good arrangements are in place to keep them well informed of their children's learning. Parents are also encouraged to share and support their children's learning further at home.
- The manager and staff demonstrate a secure understanding of their role and responsibility to keep children safe from harm. Recruitment procedures are effective, to ensure the suitability of staff is thoroughly checked and all the staff team receive regular safeguarding training to ensure children are well protected.

### It is not yet outstanding because:

- Staff do not always make the most of every opportunity to encourage children to think imaginatively and use expressive language.
- On occasions, the larger group activities are not always effectively organised to maintain the interest of all the children. This sometimes means younger children become less focused and restless.

## What the setting needs to do to improve further

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

- enhance staff skills when interacting with children, so they can respond skilfully to children's comments and give greater opportunities for children to express their ideas and use their imagination
- enhance the already good care practices, by reviewing how staff organise larger group activities to help younger children develop their concentration and maintain their interest and emotional well-being.

### Inspection activities

- The inspector observed activities in the indoor and outdoor learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager, staff and children.
- The inspector viewed a sample of the children's development records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day, and from their responses to surveys organised the nursery.

### Inspector

Patricia Champion

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a good range of interesting activities to promote children's development across all areas of learning. For example, the playrooms have been divided into learning zones, to encourage children to investigate, experiment and explore a wide variety of books, technology or tactile and sensory materials. Staff plan focused activities, which support children to link sounds to letters and develop good literacy skills. Children are also able to calculate and count to high numbers. Staff speak respectfully to children and ask them carefully formed questions to encourage them to demonstrate what they already know. However, they do not consistently extend this further by inspiring children to think imaginatively and express their own ideas during conversations. Nevertheless, children are prepared well for future learning and their eventual move to full time education. This is because good relationships with local primary schools have been established.

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

Staff establish warm relationships with the children, which supports them well as they make friends. The consistent behaviour management strategies help children to understand the boundaries and the consequences of their actions. Overall, children behave well and are keen to take on tasks, such as, tidying away their toys, watering the plants and serving drinks and food to their friends. This means that children are also effectively developing their independence skills. Routines are generally well paced. Cosy spaces are provided in the playrooms to encourage children to develop their communication. However, some specific group times, such as cooking activities and mealtimes, are not always ideally organised to promote the younger children's concentration and listening skills. This is because the staff do not make the best use of space and furniture, to enable them sit comfortably with the youngest children and provide support and reassurance. Staff do encourage children to develop healthy lifestyles as they talk to them about the importance of eating healthy food. There are many opportunities for exercise and physical play in the fresh air, where children have fun in all weathers.

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

The manager and the staff effectively implement the requirements of the Early Years Foundation Stage. Risk assessment is frequently carried out to ensure that the premises remain safe and secure. Effective deployment of staff means that children are closely supervised. The manager, staff and parents contribute to a comprehensive self-evaluation process which highlights further areas for development. The manager carries out monitoring of staff performance through regular observations and supervision. Any underperformance is quickly tackled. On-site training facilities are provided to enable the less experienced staff to evolve and develop their practice through continued support and mentoring. Staff from the sister settings share best practice and the manager cascades information from local authority meetings, to ensure the quality of teaching is constantly

improving.

## Setting details

<b>Unique reference number</b>	EY479735
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	1010023
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Sparkling Angels Preschool Ltd
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07426140228

Sparkling Angels Day Nursery & Preschool was registered in 2014, and is one of four settings run by Sparkling Angels Preschool Limited. The nursery employs five members of childcare staff. Of these, three staff hold appropriate early years qualifications at level 3 and the manager holds Qualified Teacher Status. The nursery opens from Monday to Friday, for 51 weeks of the year. Opening hours are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

