

Inspection date	1 May 2015
Previous inspection date	4 November 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff plan a range of stimulating activities that challenge children's development across all areas of learning. As a result, all children are motivated to join in and are making good progress towards the early learning goals, in readiness for school.
- Safeguarding is good. Managers ensure that all staff have a sound awareness of their responsibility to protect children's safety. This results in children being well protected.
- The management team have a clear drive to continue to raise the already good quality service. Realistic action plans and self-evaluation are used well, and identify areas for further development and demonstrate a commitment to continue to improve.
- Positive relationships exist between staff and children. Consequently, children are happy and secure in the pre-school and demonstrate high levels of self-esteem and confidence.
- Strong partnerships exist between staff and the host school. This means that a consistent collaborative approach supports all children's care and learning needs.

It is not yet outstanding because:

- Staff do not always maximise opportunities to encourage parental involvement in their children's learning and development, so they are able to share what they know about their child's progress at home.
- Staff do not support children's independence to the utmost by allowing children consistent opportunities to do things for themselves.

What the setting needs to do to improve further

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

- strengthen parents involvement in children's ongoing learning and development, by providing more ways for them to share what they know about their child's progress at home
- support children's independence to the utmost by allowing them further opportunities to do things for themselves, for example, by enabling them to put on their own aprons, wipe their own noses and access creative materials, such as glue.

Inspection activities

- The inspector observed activities in the pre-school rooms and outdoors.
- The inspector conducted a joint observation with the team leader and held a meeting with the managers.
- The inspector spoke to staff and gained the views of parents.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and reviewed the pre-school's self-evaluation and action plans.

Inspector

Layla Louise Clarke

Inspection findings

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

Staff are deployed effectively to engage children in a good range of interesting activities that they enjoy. They provide activities to support children's individual learning needs. Consequently, all children, including those who have special educational needs and/or disabilities, are making good progress in relation to their prior skills and capabilities. Staff support children's creativity as they play together, and children act as goats who cross a bridge. They delight in pretending to 'splash' in the water as staff ask open questions to allow children to suggest ideas to extend the activity. Staff capably adapt the questions to ensure that older children's imagination is promoted as effectively as the younger children. Staff play with children in water. Children fill containers with 'milkshake', consider how much water is inside and blow bubbles pretending they are snow. Staff introduce mathematical concepts, colour, shapes and numbers, as children thread beads onto laces and choose from a variety of creative materials to make pictures using glue. However, staff put children's aprons on for them and pour the glue. This means that children's independence is not always fully promoted.

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

Staff promote children's physical health as they provide daily access to the well-resourced outdoor area. Children climb on large apparatus and balance on stilts. They enjoy playing with large hoops and delight as they spin them around their bodies. Children are gaining an understanding of positive hygiene practices as staff reinforce the importance of hand washing. Children independently use soap and hand towels. However, staff wipe children's noses for them, rather than encouraging them to do this for themselves. This results in missed opportunities to further promote children's independence. A healthy-eating board and accessible drinking water mean children are developing an understanding of healthy lifestyles. Children benefit from effective settling-in visits, where staff gain meaningful information from parents. This means that care is specifically tailored to each child and supports their emotional well-being. However, strategies for parents to share their children's ongoing learning are not always successful, as parents do not always contribute information about their child's learning at home. Nonetheless, parents comment that they are pleased with the care and learning that their children receive.

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

Managers have a good awareness of their role in implementing the Early Years Foundation Stage. Staff practice is routinely checked and managers observe the activities to ensure that children's individual needs are well supported. This also ensures that any gaps in children's progress are identified and addressed. Staff receive good opportunities to continue their professional development. They access training and are supported to gain further qualifications, which has a positive impact on the good quality of learning and care provided. A range of policies and procedures are embedded into daily practice, which supports the smooth running of the pre-school.

Setting details

Unique reference number	EY391398
Local authority	Oldham
Inspection number	859350
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	37
Name of provider	Sparkles Partnership
Date of previous inspection	4 November 2009
Telephone number	07834632924

Sparkles has been registered since 2009. The pre-school is open Monday to Friday, from 12.15pm until 3.15pm, and the out of school club operates Monday to Friday, from 7.30am until 9am and 3.15pm until 6pm, term time only. The play scheme is open from 7.30am until 6pm, during school holidays. It supports children who have special educational needs and/or disabilities. There are 11 members of staff working with the children. Of whom, one holds Early Years Professional status, two hold an appropriate early years qualification at level 4, two hold an appropriate qualification at level 3 and six hold an appropriate qualification at level 2.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

