

Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM, NG9 8DJ



Inspection date

19 May 2015

Previous inspection date

17 June 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Children have access to a good range of resources and activities in well thought through indoor and outdoor play spaces. All the required areas of children's learning and development are well planned for. All children, including those who speak English as an additional language, make good progress.
- Children are developing good attitudes to learning in readiness for the next stage in their education. They are active and inquisitive. They spend time at activities and concentrate on what they are doing until they are satisfied they have finished and succeeded.
- The manager and staff regularly review the quality of the nursery, the quality of their own work and the quality of the experience children have while in their care. They take effective action to make changes and improve when they identify areas to develop.
- Children are happy and settled. They confidently approach staff and visitors to have conversations or invite them to play. New children are given lots of one-to-one attention to support their move to nursery from home or other settings.
- Staff have a good understanding of how to protect and safeguard children. Their understanding is supported by clear policies and procedures and access to training opportunities.

It is not yet outstanding because:

- Staff do not always use opportunities they create in activities to introduce new words to children. In addition, at times, staff use slang when speaking to children and do not model proper, spoken English.
- Not all staff take time to sit and talk to babies when they are feeding them at mealtimes, making this a functional activity rather than a social time.

What the setting needs to do to improve further

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

- develop the mealtime arrangements for babies who use highchairs so that all staff follow consistent practice and sit, give babies their full attention and talk to them so that babies have the same high quality experience that older children have
- make better use of the many opportunities provided by the good quality activities and resources to introduce new vocabulary to children
- reduce staff use of slang when they speak to children.

Inspection activities

- The inspector observed activities in the two indoor playrooms and in the outdoor play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the owner of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at planning documentation, children's records, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Joanne Mary Smith

Inspection findings

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

Staff have a good understanding of how young children learn and develop. They accurately assess children's development and use their knowledge skilfully to plan interesting and stimulating activities and experiences. Boxes and baskets of different items are thoughtfully placed around the nursery to provide props for children to extend their ideas. When it is safe for them, babies join older children in the main playroom. They confidently explore the larger space and join older children in activities. Children of all ages sat together at a table to investigate the properties of savoy cabbage and spring onions. Staff encouraged all children to feel and smell the vegetables and helped older children to make a 'stew' by providing a large pan and allowing them to select more fresh fruit and vegetables from the role play area. During this activity and at other times during the day staff missed opportunities to extend children's vocabulary, despite providing experiences that are language rich. The vast majority of the time staff are good role models and speak to children clearly using well-constructed sentences and questions. However, at times they forget the need to use proper English and use local slang or call children 'mate' or 'guys'.

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

Children's health and well-being are positively promoted. Meals and snacks include a good variety of fresh fruit and vegetables. Children have regular access to the outdoor play space where they are physically active. Older children demonstrate that they can balance on fixed equipment, control a ball and move about freely and safely. All children are developing a good level of awareness of how to keep safe. Babies are taught how to descend stairs safely and older children understand that scissors need to be handled carefully. Information is shared effectively between the nursery and parents. Parents and children, including babies, form strong relationships with staff. Older children show care and consideration for others and some show developing insight into how others feel. For example, older boys looked after and included a new child in their play, and knew he could not fully communicate with them and that was why he got upset.

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

Regular monitoring of teaching and audits of the provision are used to good effect to evaluate the nursery. The manager guides and supports young and less experienced staff well, but occasionally misses lapses in good practice. Mealtimes are very sociable and valued for older children. However, for babies in high chairs, staff do not always sit and talk to them while feeding them, so their experience is not of the same high quality as for older children. Improvements in teaching methods and the environment are a direct result of the manager and staff using what they have learned at training and development sessions. Striking examples are the use of real fruit and vegetables in the role play area instead of plastic models and, as an alternative to sand as a tactile activity, children having free access to baking ingredients such as flour, margarine and cake mix to 'bake'.

Setting details

Unique reference number	EY435689
Local authority	Nottinghamshire
Inspection number	1014694
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	18
Number of children on roll	34
Name of provider	Emma Walker
Date of previous inspection	17 June 2014
Telephone number	07901822338

Sparkle Daycare was registered in 2011. It is situated in a converted building in the Stapleford area of Nottinghamshire and is privately owned. It operates from two rooms and there are two enclosed areas available for outdoor play. The nursery employs six members of childcare staff. Of these, three hold appropriate early years qualification, 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. The nursery provides funded early education for two-, three- and four-year-old children.

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