

Little Sparkles

Quwwatul Education Centre, Peel Hall Street, Preston, PR1 6QQ



Inspection date

22 June 2015

Previous inspection date

21 November 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is outstanding

- Teaching is exceptional. This is because staff build on children's natural curiosity and what they can do, in order to extend their learning to achieve the best possible outcomes. Children are highly engaged in activities and make rapid progress given their starting points.
- Children's letter and number recognition is superb. They take pride in their work and write their name on each piece before placing it in their individual basket. Consequently, children are highly skilled and their readiness for school is promoted.
- Children's behaviour is exemplary. This is because staff deploy themselves at the children's level and role model what is expected of them and show how to play and interact with their friends. This significantly enhances children's understanding of consistent rules and routines.
- Children develop strong friendship groups. They hold hands as they move around the setting. Older children nurture the younger children and help them choose what they would like to play with. Children are confident, enjoy themselves and demonstrate that they feel safe and secure in the setting.
- The manager and staff are highly trained to safeguard children. They expertly demonstrate a clear understanding of protecting children from harm. Safeguarding children is a fundamental part of the manager's and staff's practice.
- Parents speak highly of the setting and compliment the staff's practice. The manager and staff work collaboratively to build outstanding partnership with parents. They routinely keep parents informed of children's excellent progress and share their learning between home and the setting using a tremendous online system.

What the setting needs to do to improve further

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

- provide more consistent labelling in the nursery, so that children can use their early-literacy skills to identify and select resources even more independently.

Inspection activities

- The inspector observed activities in the playrooms and in the garden.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the setting.
- The inspector spoke with the children and asked the staff questions about their practice at appropriate times throughout the inspection.
- The inspector looked at children's assessment records, planning documentation and a range of other documentation, including safeguarding procedures.
- The inspector checked evidence of the suitability and the qualifications of the staff working with children and the setting's improvement plan.
- The inspector took account of the views of parents and carers spoken to during the inspection and from information recorded in the children's learning journals.

Inspector

Amy Willoughby

Inspection findings

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

Children make superb progress in all areas of learning. This is because staff understand how children learn and develop. They observe children in their play and continually assess their learning needs. Staff provide interesting and highly stimulating activities that enable children to acquire new skills. For example, children discuss where they like to go on holiday and superbly design a postcard. They learn that their postcard requires a stamp to post it to their loved ones. Children who speak English as an additional language are highly supported because their home language is valued. The setting and parents effectively use an online system to record all children's achievements. Staff input children's daily activities for parents to view at home. Parents actively respond by commenting on their child's learning and provide photographs and observations of family events. As a result, children's learning is highly commended at home and shared successfully.

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

Staff are very caring, motivated and passionate about providing a valuable service to children and parents. The individual key-person system works extremely well to ensure children form strong attachments and staff build solid relationships with parents. The learning environment is vibrant, inspirational and well resourced, although resources are not consistently labelled to allow children always to practice using their developing literacy to identify and select items. Staff adeptly develop the layout to meet children's specific needs. Children's well-being and safety are central to all activities. Staff are passionate about promoting healthy lifestyles. They confidently talk to children about healthy eating. Children are highly motivated to eat their fruit so they become strong. Children independently clear their pots in the dishwasher and develop magnificent self-care skills. Clear improvements from the previous recommendation have been addressed. Children have access to an outstanding outdoor learning environment. Children have endless opportunities to climb, hide and dig in the spacious, attractive and inspiring garden.

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

The manager is inspirational. She has high expectations for staff to enhance their professional development and continue to develop their high level of qualifications further. She ensures staff attend specific training to extend their knowledge and expertise to support children with special educational needs and/or disabilities. The manager is organised and efficiently monitors staff practice. She routinely implements peer observations and critically highlights staff strengths and areas for improvements to enhance their practice. Staff supervisions and appraisals are constructive. The manager skilfully discusses children's progress and uses her daily tracking system to quickly identify any gaps in children's learning. Targeted learning plans are efficiently implemented to close any gaps and extend children's learning further. The manager critically evaluates the setting. She is continually seeking new ideas to drive improvements for children and staff. The manager leads her team to ensure the best possible care is provided to all children.

Setting details

Unique reference number	EY415668
Local authority	Lancashire
Inspection number	851639
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	52
Number of children on roll	98
Name of provider	Preston Muslim Society Committee
Date of previous inspection	21 November 2011
Telephone number	07983603890

Little Sparkles nursery was registered in 2010. The nursery employs 15 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and 3, including the manager with Qualified Teacher Status. The nursery opens from Monday to Friday, term time only. Sessions are from 8.50am until 11.50am and 12.15pm until 3.15pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

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