

Sparkling Stars Montessori & Daycare

31-33 Farriers Way, BOREHAMWOOD, Hertfordshire, WD6 2TB



Inspection date

2 December 2015

Previous inspection date

24 May 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good and children make consistent progress. The well-qualified staff understand how children develop and build on their eagerness to learn. Staff use purposeful teaching methods and accurately assess children's development.
- Children have opportunities to learn about the similarities and differences between themselves and others. They enjoy celebratory days during which they explore traditional costume, food and games from around the world. They give concerts in local homes and centres, which helps support their awareness of their local community.
- Staff help children move confidently between rooms. They carefully arrange short visits to help children become accustomed to their new surroundings. Their summary of learning and development helps to ensure consistency in learning.
- Leadership is strong. The ambitious directors, the new manager and enthusiastic staff team have made significant improvement since the last inspection. They have diligently addressed actions and recommendations made previously.

It is not yet outstanding because:

- The staff are developing their use of information gathered from parents to form more precise starting points in children's learning. Therefore, they have yet to fully use such information in the best possible way.
- The management team and staff are developing their use of self-evaluation and reflective practice. Therefore, they have yet to fully use parent's feedback and their own findings to rapidly improve, and continue to sustain, the highest possible standards for children.

What the setting needs to do to improve further

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

- make more effective use of the information gathered from parents at the start of the placement to contribute towards initial assessments and an even more precise starting point for each child
- use the information gathered from self-evaluation and reviews to develop even more rigorous and highly effective plans for ongoing improvement.

Inspection activities

- The inspector observed the quality of teaching, and spoke with staff during activities and at suitable times during the inspection. She assessed the impact that the teaching observed has on children's learning.
- The inspector completed a joint observation with the nursery manager and one of the directors and discussed their findings.
- The inspector held a meeting with the nursery manager and the two directors. She looked at relevant documentation, such as the self-evaluation and evidence of the suitability of staff. She also reviewed a sample of policies and procedures, including the safeguarding procedures.
- The inspector spoke to a selection of parents during the inspection and took account of their views. She also reviewed the provider's methods of self-evaluation.

Inspector

Lynne Talbot

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The directors, manager and staff make sure that child protection is given a high priority in all areas of practice. Staff attend regular training to ensure that they know the signs and symptoms for concerns about children's welfare. They know the procedures to follow to report those concerns. The new manager has introduced a clear programme of performance management that contributes towards staff's good practice. This includes staff observing each other's practice to add to the appraisals and training plans which were already in place. Recruitment and induction are robust. The directors and manager follow comprehensive procedures that help them to ensure that staff are suitable. New staff are monitored closely during their probation period to help to ensure good quality practice in the setting.

Quality of teaching, learning and assessment is good

Staff provide a wide range of experiences for children, to match their individual abilities. They complete detailed planning to ensure that the learning programme is varied and builds on the observations they have made. Staff talk with children consistently and take time to listen to their responses. This supports children's speech and language skills and encourages their further contribution. They encourage children's interests, providing, for example, themed areas linked to their favourite films, where children enjoy role play and share stories together. Children can play with a wide selection of materials to help them to write and draw, indoors and outside. These activities enrich their interest in literacy. All children, including babies, show their fascination for exploring materials. Staff provide bubbles and water, cornflour and apple sauce, paint and sand, together with treasure basket materials. Staff verbally share information with parents each day, helping to support their involvement in children's learning.

Personal development, behaviour and welfare are good

Children's well-being is promoted. Each child's key person sensitively builds on their interests and establishes how they are best comforted. This helps children to develop secure attachments with staff during flexible settling-in sessions. Children are developing an understanding of the importance of good health. They are served a nutritious, vegetarian menu. Older children competently select their own snacks and drinks. They help to serve and clear away afterwards, showing developing independence. Children are active and develop their physical skills. Staff make the best possible use of the outdoor area to enhance learning for those children who prefer to be outside. Staff are good role models. Children behave well, creating a relaxed and happy atmosphere for all. Staff use visual cue cards to help children think about and manage their own behaviour.

Outcomes for children are good

The manager regularly monitors all children's progress to efficiently highlight any weaker areas in their learning. Staff then act swiftly to introduce activities that successfully support children's learning and so close any gaps. For example, they introduce signing to aid children's developing communication and language. They ensure that all children make good progress and are ready for school.

Setting details

Unique reference number	EY415259
Local authority	Hertfordshire
Inspection number	1028916
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	62
Number of children on roll	67
Name of provider	Sparklestars Limited
Date of previous inspection	24 May 2013
Telephone number	07884182777

Sparkling Stars Montessori & Daycare was registered in 2010. The provision is not using the Montessori approach at present. The provision employs 16 members of staff. Eight staff hold appropriate early years qualifications at level 3 and seven staff hold qualifications at level 2. The manager has Early Years Professional status. The provision opens each Monday to Friday for 51 weeks of the year. They are closed for one week at Christmas. Sessions are from 7.30am to 6pm. The provision provides funded early education for two-, three- and four-year-old children.

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