

# Sparkies Nursery School

The St Lukes Church Hall, Ramsden Road, London, SW12 8RQ



<b>Inspection date</b>	7 January 2016
Previous inspection date	7 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leadership and management are strong. The provider and manager understand the importance of routinely evaluating practice and provision to support children's development and safety.
- Children confidently take responsibility for their own personal care. They have high levels of independence. For instance, they very competently dress and undress themselves, and make independent choices in their play.
- Children are highly motivated in their play and make good progress in their learning. They have ample time to explore and many show sustained engagement with the activities they choose.
- The quality of teaching is good. Staff make good use of assessment to help them plan activities that challenge children in their learning and help them make good progress.
- Children form close and secure attachments to their key persons and thrive in the caring environment. This has an excellent impact on children's well-being.

### It is not yet outstanding because:

- The manager monitors and checks children's individual progress well but does not have robust systems to track the progress of groups of children more precisely.
- At times, staff do not provide the same high quality opportunities for children to play imaginatively and develop their skills in all areas of learning, especially for those who learn better outdoors.

## What the setting needs to do to improve further

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

- track the progress of groups of children more effectively to easily recognise and address potential gaps and patterns in their learning
- provide a broader range of resources for children to explore and investigate that covers all areas of learning, particularly for children who learn better outdoors.

### Inspection activities

- The inspector observed children's play both indoors and outdoors.
- The inspector conducted joint observations with the provider and manager.
- The inspector took account of the views of children, their parents and staff through discussion.
- The inspector held discussions with the provider at appropriate times throughout the inspection.
- The inspector sampled documentation, including staff's qualification and training certificates, evaluation and planning records.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The provider and staff team are clear about the procedures to follow if they have any concerns relating to children's welfare. Management uses an improvement plan for the setting based upon regular analysis of the provision. The manager regularly observes staff practice to identify their individual areas for development and then provides further support through regular meetings. Staff use training well to help improve practice. For instance, one member of staff reported that a qualification has given her confidence to work with the team to support activity planning.

### Quality of teaching, learning and assessment is good

Staff plan a broad range of stimulating activities that enable children to develop their skills and make good progress. There is a strong and effective partnership with parents. Staff regularly share information about their child's development with parents to enable complementary learning at home. All children, including those who speak English as an additional language, develop good communication and language skills. Staff interact positively with them to encourage their participation during conversation. For example, staff use questions well to enable children to share their thoughts and ideas. Children enjoy taking part in stimulating activities, such as creating models of fire engines, following their emerging interests. Children enjoy early mathematical learning and finding out about the natural world. For example, staff challenge children to match objects to the corresponding number and encourage their exploration of water by supporting them as they splash in puddles.

### Personal development, behaviour and welfare are outstanding

The key-person system is highly effective and this helps children build firm emotional attachments with staff. Staff are excellent role models, helping children to learn about respect and being kind to their friends. Children behave excellently, play exceptionally well together and look after each other. For example, when a child is upset, a friend offers to let them stand next to them in line so they both lead the group as they walk to another room. Staff routinely praise children's efforts, which contributes towards children developing high self-esteem and confidence. Staff provide children with regular experiences to develop their physical skills outdoors. Many children choose to participate in these, demonstrating their enjoyment, and they clearly understand the benefits of regular exercise and fresh air.

### Outcomes for children are good

Children make good progress and develop key skills for school. For example, they learn to recognise letters and to identify words to encourage their early reading and writing skills.

## Setting details

<b>Unique reference number</b>	EY248449
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	847049
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Grace Lucrezia Savage
<b>Date of previous inspection</b>	7 October 2010
<b>Telephone number</b>	07939 268861

Sparkies Nursery School registered in 2002. It operates from a community hall in St Luke's church in Clapham, in the London Borough of Wandsworth. The school is open each weekday from 9am to 12.30pm, with an extended session including a lunch club on Tuesday and Wednesday until 2.15pm, during term time only. There are 10 members of staff, nine of whom hold appropriate qualifications. Of these, three members of staff hold qualifications to degree level.

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