

Little Sparkes Pre-School

Winchmore Hill Cricket Club, Firs Lane, London, N21 3ER



Inspection date	17 January 2017
Previous inspection date	2 October 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff make accurate and consistent assessments of children's progress and take into account what parents know about their children. Staff actively involve parents in continuing learning at home.
- Children make good progress in their learning. They concentrate well and develop strong listening skills.
- Children form strong emotional bonds with staff. They are confident, happy and ready to learn.
- Children learn to value and respect people who are different from themselves. They develop a strong understanding of what is acceptable behaviour. Children know the rules of the setting and show good social skills.
- Staff form effective partnerships with agencies and health professionals. They work closely together to provide consistent care and support for children.
- The manager and staff monitor children's progress carefully. They reflect on their practice effectively and make adjustments that help to improve children's learning experiences and narrow gaps in achievement.

It is not yet outstanding because:

- At times, staff do not allow children sufficient time to complete creative tasks on their own.
- Staff do not fully extend ways to build on children's knowledge of the natural world.

What the setting needs to do to improve further

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

- consider ways staff fully support children to complete tasks by themselves, particularly to enable children to express their creativity and imagination
- build on opportunities for children to investigate and learn more about the natural world.

Inspection activities

- The inspector held meetings with the manager and the registered person.
- The inspector observed children's activities indoors and in the balcony outdoor area.
- The inspector sampled children's learning records and other relevant documentation, including the self-evaluation form.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector carried out a joint observation with the manager.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff keep their safeguarding training up to date. They have a good understanding of how to deal with any child protection concerns. There are effective procedures for dealing with illnesses in the setting. All the required documentation that helps to support children's safety and welfare is in place and well maintained. The manager implements thorough recruitment procedures that help to ensure that staff are suitable to work with children. She supports staff development effectively. For example, she carries out observations of staff to help improve practice and increase their teaching skills. There are good opportunities for staff to develop professionally and this benefits children positively. For example, staff use ideas gained at recent training to extend children's phonics and early reading skills.

Quality of teaching, learning and assessment is good

Staff provide a wide variety of resources and activities that are challenging and stimulating. They tailor activities to reflect children's current interests and meet individual learning needs. In general, staff interact effectively with children to extend their learning and develop their play. For example, staff ask questions and repeat words to help children to develop strong communication skills. Staff give children a strong sense of achievement, for example, when they celebrate what they have done. Children develop good mathematical skills, such as counting and recognising numbers at registration time. Staff effectively reinforce children's awareness of letters and the sounds they represent, and help them to develop strong early reading skills.

Personal development, behaviour and welfare are good

Staff create an inviting and friendly atmosphere where children and parents feel at ease. Staff are caring, kind and approachable. Children readily cuddle up with staff for reassurance when they need it. Children show that they feel safe, secure and settled. Staff teach children to gain a good understanding of how to stay safe. They help children to develop a secure awareness of healthy lifestyles. Staff further support children's health and well-being. For example, they provide and plan exciting outdoor activities to ensure children have plenty of physical exercise.

Outcomes for children are good

Children develop the necessary skills they need to be thoroughly prepared for school. They are confident and independent. For example, children make choices and help themselves to resources. Children communicate effectively and confidently share their toys and help their friends. They develop good physical skills and coordination.

Setting details

Unique reference number	EY468823
Local authority	Enfield
Inspection number	1063568
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	33
Number of children on roll	30
Name of registered person	Fred Mustafa
Registered person unique reference number	RP903219
Date of previous inspection	2 October 2013
Telephone number	07580189751

Little Sparkes Pre-School registered in 2013. It is located in Winchmore Hill, in the London Borough of Enfield. It is open every weekday from 9am until 3pm during term time. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. The pre-school employs six staff, five of whom hold appropriate early years qualifications.

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