

The Little Sparkles Preschool Limited

First Church Of Christ Scientist, 53 Cassiobury Drive, Watford, WD17 3AD



Inspection date

27 January 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 complete assessments of children's skills and understand their next steps in learning. For example, they engage children in daily conversation about how they feel, the weather, the days of the week and how they get to pre-school each day. Children use the vocabulary they learn and are eager to share their stories.
- Staff provide good support for children who speak English as an additional language. They work with parents to promote children's home language at pre-school and to teach them English. Children communicate very well and learn quickly.
- Children learn about hygiene and nutrition as they play and during routines. They help in preparing snacks and enjoy cooking activities. Drinking water is always available and during meals children learn to self-serve, eat and drink. Staff effectively promote children's independence and teach them about healthy lifestyles.
- Staff risk assess the indoor and outdoor play areas. They engage children in reflecting about personal safety. For example, children talk about why it is dangerous to play on the wet climbing frame and why they should avoid it. Staff teach them about road safety, the emergency services and they practise fire drills. Children learn to keep safe.

It is not yet outstanding because:

- Staff do not make best use of information they gather about children's preferred learning styles to extend and enrich the planning for their outdoor play and learning.

What the setting needs to do to improve further

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

- make better use of information about children's preferred styles of learning to enhance the planning of stimulating and rich outdoor learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed joint observations and evaluations of activities with the pre-school manager.
- The inspector held meetings with the pre-school manager, provider and staff. She looked at relevant documentation, such as evidence of the suitability of staff working in the pre-school, their qualifications and training.
- The inspector discussed the processes for reflective practice and self-evaluation with the pre-school manager.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector

Karina Hemerling

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are confident in their role to protect children's welfare. They know the signs of abuse and the procedures for referring safeguarding concerns. Policies are in line with current legislation and are shared with parents. The manager and provider ensure that staff are suitable, trained and qualified. They effectively support staff's professional development. The manager supervises staff's practice and provides them with guidance and training. The qualified staff regularly implement new ideas for children. For example, they have recently developed the book area. The team works well with parents to reflect on practice. They work with external professionals to promptly support children's needs.

Quality of teaching, learning and assessment is good

Staff are good teachers and focus on promoting children's learning needs and interests. For example, children are interested in transportation and through adult-led stories, role play and outings, they learn about the function of different vehicles. Children learn words to describe vehicles and explain if they belong on the road, air or water. The qualified staff are creative and educational programmes, especially indoors, promote the areas of learning well. Staff are enthusiastic when teaching children. For example, they fully engage children in story sessions that are interactive and educational. Staff challenge children's literacy skills with plenty of reading and writing. They engage well with parents to support children's continuous learning at home. Children make good progress.

Personal development, behaviour and welfare are good

Staff work with parents to tailor practice to children's care needs, personal requirements and preferences. Children settle quickly, make friends and form strong bonds with staff, who are very attentive towards them. Children are praised, which encourages positive behaviour. They are very confident and show a strong sense of self-esteem. For example, children voice their wishes and needs to staff. Staff effectively support children's emotional development with the help of parents and children behave well. They support the development of children's social skills and children play together in harmony. Children learn about their community and cultural festivals. Practice is very inclusive and children learn about themselves, each other and about life in Britain.

Outcomes for children are good

Children engage well in leading their own play and in participating in activities led by staff. For example, staff help children to build a tall tower with blocks. Children independently decide to add blocks to the two sides of a scale to make them balance. Children develop problem-solving skills. For example, they are challenged to choose as a group five songs to sing. As they sing the chosen songs, they reflect on how many songs they still have left to sing. Gaps in children's learning are narrowed through planned activities. For example, their learning of mathematics has been boosted with more activities in planning. Children enjoy puzzles, board games, keys and locks, tracing their feet and learning about shoe sizes and their heights. Children benefit from staff's good support of their learning and are well prepared for school.

Setting details

Unique reference number	EY490497
Local authority	Hertfordshire
Inspection number	1016431
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 5
Total number of places	20
Number of children on roll	21
Name of registered person	The Little Sparkles Preschool Limited
Registered person unique reference number	RP533993
Date of previous inspection	Not applicable
Telephone number	01923235594

The Little Sparkles Preschool Limited was registered in 2015. The pre-school employs four members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens during term time only. On a Monday and Friday it opens from 9am to midday. On a Tuesday, Wednesday and Thursday the pre-school opens from 9am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

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