

# Sparklers Pre-School

c/o Peatmoor Community School, Pepperbox Hill, Peatmoor, Swindon, SN5 5DP



## Inspection date

27 September 2017

Previous inspection date

27 November 2014

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

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Leaders do not fully understand their legal responsibilities. They have failed to ensure that all committee members follow robust vetting procedures, and have not notified Ofsted of all changes to the committee so it can complete the necessary checks.
- Staff do not provide opportunities for children to acknowledge and share their own culture and learn about the cultures of other children and their families.
- Leaders do not use self-evaluation effectively to identify all weaknesses and support continuous development of the provision.

### It has the following strengths

- Effective partnerships with parents, through a very regular sharing of information, enable a united approach to meeting individual children's needs and extending their learning.
- Parents are very positive about the approachable, friendly and caring staff team. Children develop a real sense of belonging. They are confident to explore and play, and they really enjoy their time at the pre-school.
- Key persons closely observe children's development and build on what children already know. Their precise assessments very closely identify the next steps in children's learning and ensure all children progress really well.
- Children benefit from the close liaison between the pre-school and the school. They are being appropriately prepared for their move on to school. For example, they become familiar with school routines and staff and enjoy visits to the Reception class.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

#### Due Date

- ensure there are robust procedures in place for committee members to follow the appropriate vetting processes, including the Disclosure and Barring Service check, and for Ofsted to carry out the necessary suitability checks. 27/10/2017

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

- provide more opportunities for children to share information about their own culture and learn about the cultures and beliefs of others
- develop procedures for self-evaluation so that targets for improvement are based on rigorous monitoring of all aspects of practice.

### Inspection activities

- The inspector observed activities in the main play room and the outside learning environment, and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection, when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of the suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know what to do if they are worried about a child. They supervise children closely and carry out thorough risk assessments. However, leaders have not followed the appropriate procedures to ensure all committee members have Disclosure and Barring Service checks and have completed the process for Ofsted to carry out the necessary suitability checks. The impact on children is minimised as staff supervise them at all times. The manager supports staff closely and monitors the quality of teaching and children's progress. Training helps to improve outcomes for children well. For example, it has helped staff to give greater support to develop children's letter recognition and awareness of phonics. Self-evaluation includes the views of children, staff and parents. However, leaders do not effectively monitor and identify the weak aspects of some management practice to ensure robust vetting procedures.

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

Group activities develop children's listening and attention skills very effectively. Children have fun exploring letters and their corresponding sounds. Staff expertly link these to children's interests and life experiences. They continue this focus in further activities, inspiring children really successfully. For example, children have great fun creating with dough. They knowledgeably name dinosaurs, discuss individual characteristics, talk about sizes and count legs. Staff follow the children's lead well. Children role play 'fixing' the climbing frame and slide. Staff encourage their deeper thinking and use of descriptive language. For instance, children name tools and creatively think of ideas and make plans. They make links to their experiences and discuss the techniques they are using.

### Personal development, behaviour and welfare require improvement

Weaknesses in the vetting process for management do not fully assure children's welfare. Staff are very patient and attentively support children to learn to share and play together. Children take on roles in their play, such as people in the community, and they develop their understanding of the wider world. However, staff do not enable them to share information about their own culture and learn about the cultures of other children and their families. Children develop their physical skills and a healthy lifestyle. For example, they enjoy being active in the fresh air, playing hide and seek with their friends. They negotiate the areas and the equipment well. They enjoy digging up carrots they have grown and talk about planting 'carrot beans' to grow them.

### Outcomes for children are good

Children's literacy skills develop well. For example, they readily explore books and eagerly snuggle in with staff to enjoy a story. They practise making marks with writing materials, and older children write some letters of their name. Children's independence and sense of responsibility are developing very well. They eagerly tidy away the toys at the end of the session. They help set up for snack and count out the cups and plates that they will need. All children are interested and motivated to learn and explore, and gain the key skills they need for the next stages of their learning.

## Setting details

<b>Unique reference number</b>	109086
<b>Local authority</b>	Swindon
<b>Inspection number</b>	1070095
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Sparklers Pre-School Committee
<b>Registered person unique reference number</b>	RP907880
<b>Date of previous inspection</b>	27 November 2014
<b>Telephone number</b>	01793 875 777

Sparklers Pre-School registered in 1990. The pre-school employs five members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens during school term times only, from 8.45am until 11.45am and from 12.15pm until 3.15pm, Monday to Friday. Full day sessions are available from 8.45am until 2.45pm on Monday, Tuesday and Thursday from September to December. From January to July full day sessions are also offered on Wednesday and Friday. The pre-school provides funded early education for three- and four-year-old children.

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