

Sparkling Stars Pre-School

Burden Hall, 144 Alder Road, Poole, Dorset, BH12 4AB



Inspection date

21 November 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 are welcoming and provide an environment where children settle quickly and learn to recognise feelings and manage their own behaviour.
- Children are keen to take part in a broad range of activities. Overall, staff plan an enjoyable variety of experiences matched to children's interests and learning needs.
- Staff and management monitor children's development thoroughly, which helps them to identify and address gaps in children's learning promptly. All children make good progress, including those who have special educational needs (SEN) and those in receipt of additional funding.
- Staff establish effective partnerships with parents and other professionals, which helps them to meet children's individual needs well.
- Management's self-evaluation includes the views of staff, parents and children, to continue to make changes to benefit children. For example, after developing the outdoor area, children's confidence and communication skills have improved.

It is not yet outstanding because:

- At times, the high noise level as children play makes it difficult to hear words clearly when people are speaking.
- Staff do not always organise group activities effectively to help children make the best possible progress. Sometimes children are kept waiting for materials and lose interest.
- Staff do not consistently make the most of opportunities to extend children's understanding of the importance of a healthy diet as part of a healthy lifestyle.

What the setting needs to do to improve further

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

- monitor the noise levels of the indoor play environment so that children are consistently able to develop their listening and speaking skills
- improve the organisation of larger group activities so that all children are challenged appropriately
- make better use of opportunities to extend children's understanding of the benefits of eating healthily.

Inspection activities

- The inspector observed children's activities, and staff interacting with them, inside and outside.
- The inspector talked to management, staff and children at appropriate times during the inspection, which included an interview with the owner and the manager.
- The inspector carried out a joint observation with the owner.
- The inspector looked at a sample of documents, including the safeguarding policy, accident records, risk assessments and children's progress records.
- The inspector took account of parents' views, obtained in person and from written correspondence.

Inspector

Brenda Taylor

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management regularly monitors accident records, which helps staff provide a safe environment. Staff supervise children well and teach them how to recognise hazards. Staff have a good understanding of child protection issues and the procedures to follow if they have concerns about a child. Management and staff are enthusiastic. They are invited to share their good practice with other providers, in particular how they support children who have SEN. Management supports staff well in their professional development. For example, staff are keen to gain qualifications and confident to take on new roles and responsibilities.

Quality of teaching, learning and assessment is good

Overall, staff have a good understanding of how children learn through play and exploration. They also include real-life experiences through outings in the community to extend children's learning, such as buying cooking ingredients from a local shop. Children benefit from being able to choose to be inside or outside according to their learning preferences. Children enjoy practising their balancing skills, sharing books, drawing, and making constructions with pretend bricks in the fresh air. Others prefer to stay inside and sing to music or use their imaginations to explore materials such as salt and play dough. Staff interact positively during children's activities. For example, they encourage children to talk about what they are doing, and ask questions to help them think and recall. Staff use books and stories well to help children understand events or situations in their lives. Children listen well and join in with ideas.

Personal development, behaviour and welfare are good

Children are happy, settled and secure. They build good relationships with staff and one another. Staff teach children about taking turns and including others in their play. Staff praise children regularly and offer rewards for good behaviour and achievements. This helps to boost children's self-esteem and confidence. Staff follow good routines to support children's health and well-being. For example, they pay close attention to preventing the spread of infection, and they respect children's privacy when changing nappies. Children learn good habits for caring for their bodies and have the opportunity to be active in the fresh air every day.

Outcomes for children are good

Children learn important skills that help to prepare them well for starting school. They develop increasing independence in caring for themselves, such as managing their clothes and using the toilet without help. They learn to carry out practical tasks, including peeling fruit and pouring their drinks at mealtimes. Children develop confidence to make their needs known and relate to other people effectively. They learn to recognise their written name, for example, as they identify their individual labels. Children show an interest in counting and numbers during their play.

Setting details

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| Unique reference number | EY491491 |
| Local authority | Poole |
| Inspection number | 1018144 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 4 |
| Total number of places | 28 |
| Number of children on roll | 34 |
| Name of registered person | Te Childcare Limited |
| Registered person unique reference number | RP901329 |
| Date of previous inspection | Not applicable |
| Telephone number | 07591554447 |

Sparkling Stars Pre-School registered in 2015. It operates from Burden Hall in Parkstone, on the outskirts of Poole, Dorset. The pre-school is open Monday to Friday from 8.30am to 2.30pm, term time only. It receives funding to provide free early years education for children aged two, three and four years. There is a team of six staff, including the owner, five of whom hold early years qualifications from level 3 to level 6.

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