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| Inspection date | 5 April 2018 |
| Previous inspection date | 1 May 2015 |

| 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

- The leadership team is ambitious and motivated. Secure systems are in place to accurately reflect and evaluate the service. This helps to drive ongoing development.
- Staff's communication, teamwork and deployment is excellent, which promotes children's safety. For instance, staff strategically locate themselves at various points in the large outdoor play area to closely supervise children.
- Staff are good role models. They sustain children's interest through their animated interactions. Children enjoy their learning and make good progress, supported by quality teaching.
- Staff regularly observe and track children's progress. They use this knowledge to carefully provide a range of activities to complement children's learning and development at home.
- Staff provide children with clear boundaries and explain what is expected of them. Staff are fair, respectful and consistent when managing behaviour. Children respond well and behaviour is good.

It is not yet outstanding because:

- Occasionally, staff prematurely intervene and do not allow sufficient time for children to fully explore and develop their ideas during play.
- Performance management systems are not yet fully embedded to help raise the quality of practice even further.

What the setting needs to do to improve further

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

- extend opportunities for children to fully develop their thoughts and ideas during play
- improve performance management systems to help raise the quality of practice even further.

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 a joint evaluation of an activity with the assistant manager.
- The inspector held a number of discussions with staff. She looked at relevant documentation and evidence of the suitability of persons working at the setting.
- The inspector spoke to children during the inspection.
- The inspector spoke with parents and took account of their views through verbal comments and written feedback provided.

Inspector

Michelle Jacques

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are confident in the actions to take to record and report child protection concerns, if these arise. Staff have completed safeguarding training to ensure their knowledge is up to date. Regular meetings are attended by all staff. These provide an arena to collectively discuss ideas and information about the setting. Safeguarding and safety are regularly discussed at these meetings to ensure each member of staff is confident about child protection. This helps to promote children's welfare. Robust recruitment and ongoing supervision arrangements for staff help to promote a safe environment for children to play and learn in. Partnerships with parents are good. Parents are invited into the setting regularly. They contribute well to children's learning and development and effective communication between parents and the setting is established. This promotes a coordinated approach to children's learning.

Quality of teaching, learning and assessment is good

Staff know children well. They use their good knowledge of children's interests as a platform to plan activities to enthuse children. For example, children enjoy messy activities. They are provided with craft resources, such as malleable dough to explore. This ignites their curiosity and children remain engaged in the interesting activity for an extended period of time. Staff provide children with good challenges to enhance their learning. For example, they are encouraged to count when building with toy bricks. Staff make the most of opportunities to develop and extend children's language and communication skills. For instance, they ask questions and encourage conversation throughout children's games. Children confidently communicate.

Personal development, behaviour and welfare are good

Children of mixed ages socialise well. They demonstrate a strong sense of belonging as they laugh together and enjoy each other's company. Children are happy, content and emotionally secure. Furthermore, children enjoy the company and develop positive relationships with attentive and friendly staff. Staff encourage children to make choices about what they do and promote children's independence. For instance, children confidently move around the setting and select toys from a wide variety of resources available. Children are encouraged to be active and enjoy a range of activities outdoors. They develop physical confidence when they run, jump and balance on large-scale playground equipment. This contributes to children's good physical health.

Outcomes for children are good

Children are confident and inquisitive. They develop excellent social skills and respectful friendships develop. Children manage their personal hygiene needs independently. They have a very positive attitude to their learning. Children make good progress from their starting points and acquire the necessary skills to succeed in their future learning and their eventual move on to school.

Setting details

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| Unique reference number | EY391398 |
| Local authority | Oldham |
| Inspection number | 1093804 |
| 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 - 12 |
| Total number of places | 45 |
| Number of children on roll | 45 |
| Name of registered person | Sparkles Partnership |
| Registered person unique reference number | RP528875 |
| Date of previous inspection | 1 May 2015 |
| Telephone number | 07834632924 |

Sparkles registered in 2009. The setting employs nine members of childcare staff, eight of whom hold appropriate early years qualifications at level two or above. The pre-school opens from Monday to Friday, sessions are from 9am until 3pm and the out-of-school club operates Monday to Friday from 7.30am until 8.50am and 3.15pm until 5.45pm, term time only. The holiday club operates from 7.30am until 5.45pm, during school holidays. The setting provides funded early education for two-, three- and four-year-old children.

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