

Sparklers Nursery

The Watling Centre, 145 Orange Hill Road, EDGWARE, Middlesex, HA8 0TR



Inspection date	18 July 2018
Previous inspection date	10 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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 provider has taken swift and effective steps to significantly improve the quality of the provision. For example, she has worked closely with staff and the local authority to successfully address the actions that were raised at the last inspection.
- Staff know children very well. They collect relevant information from parents about what their children know and can do from the outset. Staff make good use of this information to help them plan a wide variety of challenging experiences, which children enjoy.
- Staff provide all children, including children who have special educational needs (SEN) and/or disabilities and those who speak English as an additional language, with well-targeted support. Children make good progress from their starting points.
- Staff skilfully support children's social, emotional and physical well-being. They form close and caring bonds with the children that supports their self-esteem and confidence.
- Staff work successfully with parents and external agencies to help children who might need extra support. Parents report that staff keep them informed about their children's achievements. They find that staff supervise their children well to help keep them safe.

It is not yet outstanding because:

- At times, staff do not consistently encourage children to manage age-appropriate risks and solve the problems that they encounter during play to extend their learning.
- Occasionally, staff do not make use of the opportunities to support children's early reading skills.

What the setting needs to do to improve further

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

- increase the ways to challenge children even further to manage age-appropriate risks and find solutions for themselves
- make more effective use of opportunities for children to practise their early reading skills as part of their literacy development.

Inspection activities

- The inspector read the setting's evaluation form. She discussed with the provider how she evaluates the provision and targets areas for improvement.
- The inspector carried out a joint observation with the provider and discussed children's play, learning and progress with her. She examined children's learning records.
- The inspector observed the quality of teaching during indoor and outdoor activities, and spoke with staff and interacted with the children at appropriate times.
- The inspector spoke with parents to obtain their views about the nursery.
- The inspector examined a sample of documentation, including safeguarding procedures and staff's suitability checks.

Inspector

Marisol Hernandez-Garn

Inspection findings

Effectiveness of the leadership and management is good

The provider shows a strong commitment to her role. She rigorously evaluates the quality of the provision to ensure they meet the requirements of the early years foundation stage. For example, she has appointed a deputy who is qualified to take charge in her absence. Safeguarding is effective. Staff have completed relevant safeguarding training to improve their knowledge of how to identify the signs that a child may be at risk. They understand well how to prevent children from being exposed to extreme views. The provider and staff know how to report their concerns to protect children's welfare. The provider follows secure recruitment procedures and checks the ongoing suitability of staff. She supports staff's professional development effectively. For instance, she coaches staff well and provides opportunities for training to help improve their teaching.

Quality of teaching, learning and assessment is good

Staff make meaningful observations and assessments of children's learning to help them plan a good balance of adult-led and child-initiated play. For example, they use group time effectively to develop older children's language and listening skills. Children show that they are motivated to join in and are keen to share their thoughts and ideas. Staff who work with younger children support their learning equally well. They use their strong skills to build on children's spontaneous play. For instance, staff make interesting suggestions, which challenge children's ideas and add to their enjoyment. Younger children gain increasing confidence as they experiment with toy blocks and use their physical skills well to make a house. Children show good concentration and are delighted with their efforts. Staff skilfully incorporate number and colour recognition to help develop children's mathematical and creative skills.

Personal development, behaviour and welfare are good

Staff supervise children well and maintain the correct adult-to-child ratio requirements to minimise risks to children. Younger and older children show that they are emotionally safe and secure. They move happily and freely between the indoor and outdoor environment. Children enjoy exploring the wide variety of toys and equipment. They benefit greatly from the many opportunities that support their small and large-muscle skills. For example, when they play indoors, children cleverly manipulate the dough to form different shapes. In the garden, they engage and persevere well as they learn to move in different ways. Children enjoy drawing for purpose, which supports their early writing skills.

Outcomes for children are good

Overall, children of all ages and abilities learn important skills they need for the next stage in their learning, including school. Children are active and independent. They take additional responsibilities, such as helping adults to prepare the tables for mealtimes. Younger and older children behave well. They take turns and show respect for others and their environments.

Setting details

Unique reference number	EY375063
Local authority	Barnet
Inspection number	1135058
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	40
Number of children on roll	70
Name of registered person	First Meditation Enterprise Limited
Registered person unique reference number	RP906958
Date of previous inspection	10 April 2018
Telephone number	02089593434

Sparklers Nursery registered in 2006. The nursery employs 11 members of childcare staff. Of these, ten hold appropriate early years qualifications from level 2 to 4. The nursery operates from a community centre, which is located in the London Borough of Barnet. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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