

Sparklers Pre-School

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



Inspection date	5 September 2018
Previous inspection date	27 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management team has successfully addressed the action from the previous inspection to ensure there are robust procedures in place for the appropriate vetting of committee members.
- Staff sensitively support new children to settle. For instance, they help children to feel reassured by using their interests to engage them in conversations. Staff support children's emotional well-being well.
- The committed manager and staff use self-evaluation systems effectively. They accurately identify areas to improve and are continually working to raise the quality of the provision further.
- Staff have good relationships with other settings that children attend. For example, they regularly share developmental records with them, to support continuity in children's care and learning.
- Staff develop children's communication and language well. For instance, they use skilful questioning to encourage children to think independently and they model language well.

It is not yet outstanding because:

- Staff do not consistently make good use of daily routines and group activities to ensure that children have enough opportunities to engage in independent play; meaning, at times, some children become restless.
- Although staff work well with parents, they do not engage them as effectively as they could, to enhance opportunities for parents to share information about children's achievements and to continue the learning at home.

What the setting needs to do to improve further

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

- review the organisation of daily routines and group activities to give children more time to engage in their chosen activities
- extend opportunities for parents to contribute to their child's learning and to continue the learning at home.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning, indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke to children and staff at appropriate times throughout the day.
- The inspector sampled a range of documentation, including evidence of suitability of staff and committee members, policies and procedures, and children's learning records.

Inspector
Kelly Sunderland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of safeguarding issues. They understand how to respond and act on any concerns about a child's welfare. This helps to keep children safe from harm. The manager effectively oversees children's progress to identify and address any gaps in development quickly. The manager successfully uses additional funding to support children to move forward in their learning and development. There are good processes to support staff and encourage their professional development. For instance, the manager holds regular staff supervisory meetings to discuss staff performance and training needs. Recent training has supported staff to make sure children are ready to move on to school. Overall, partnerships with parents are good. Parents speak highly of the pre-school and praise the supportive and friendly team.

Quality of teaching, learning and assessment is good

The experienced staff team has a good understanding of how children learn. Staff observe children to identify appropriate next steps in their learning and plan engaging activities based on children's individual learning needs. Staff support children's early literacy skills successfully and give children a range of good opportunities to make marks for a purpose. For example, children use clipboards in the garden to make a tally of the number of coloured objects they can find.

Personal development, behaviour and welfare are good

Staff are good role models and use consistent and positive strategies to promote children's good behaviour. Staff actively encourage children's understanding of healthy lifestyles. For example, they provide children with a healthy nutritious snack and engage in conversations with them about what types of food help to support a healthy diet. Children have plenty of opportunities to be independent. For example, they help to clean tables for snack time, prepare snack and wash up their individual plates and cups when they have finished.

Outcomes for children are good

All children, including those who receive additional funding, make good progress. Children develop good coordination and balance skills. For instance, they develop good physical skills as they enjoy the challenge of large climbing equipment. Children are developing good pencil control as they learn to write their names. They develop key skills that prepare them well for their move on to school.

Setting details

Unique reference number	109086
Local authority	Swindon
Inspection number	10057606
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	18
Number of children on roll	26
Name of registered person	Sparklers Pre-School Committee
Registered person unique reference number	RP907880
Date of previous inspection	27 November 2014
Telephone number	01793 875 777

Sparklers Pre-School registered in 1990. It is located in Swindon, Wiltshire. The pre-school employs five members of childcare staff, who all hold appropriate early years qualifications at level 3. The pre-school opens during school term times only, from 8.45am to 3.15pm Monday to Thursday and Friday morning. A full day session is available on a Friday from January to July. The pre-school provides funded early education for three- and four-year-old children.

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