

Sparkles Day Nursery

Earl Of Wakefield, 72 Katherine Road, London E6 1EN



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| Inspection date | 12 October 2018 |
| Previous inspection date | 9 May 2016 |

| The quality and standards of the early years provision | This inspection: | Inadequate | 4 |
|---|-------------------------|-------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Inadequate | 4 |
| Quality of teaching, learning and assessment | | Inadequate | 4 |
| Personal development, behaviour and welfare | | Inadequate | 4 |
| Outcomes for children | | Inadequate | 4 |

Summary of key findings for parents

The provision is inadequate

- The provider has not ensured that all aspects of the building accessed by children are safe, suitable and fit for purpose. For example, on the day of the inspection, the fire alarm was faulty and fire-fighting equipment had not been serviced, as required.
- The staff fail to carry out effective risk assessments and do not recognise potential hazards within the indoor and outdoor environments, which could compromise children's safety.
- The staff do not use age-appropriate strategies to support children's behaviour. They do not help children to understand why some actions are not acceptable or help them to manage their feelings and emotions.
- The key-person system is not securely embedded within the setting. Children who start at the setting are not supported sufficiently to build settled relationships. This has a negative impact on children's emotional well-being.
- Staff supervision and the monitoring of staff practice are ineffective. Although goals for professional development are agreed, the quality of teaching remains weak and staff have a poor understanding of the learning and development requirements. Staff are therefore unable to promote children's progress in all areas.
- Staff do not make effective use of observations to assess children's progress. Assessments are weak and provide insufficient information for staff to be able to plan for children's individual learning needs. They also provide insufficient information for the manager to monitor the progress of individuals or groups of children.
- The manager does not ensure that staff support young children effectively during activities to support their learning. Staff do not match activities to children's level of development. Children become bored and restless.

It has the following strengths

- Overall, children arrive happily. They enjoy each other's company.

What the setting needs to do to improve further

The provision is inadequate and Ofsted intends to take enforcement action:

We will issue a Welfare Requirements Notice requiring the provider to:

| | Due date |
|--|------------|
| ensure that the premises are suitable, safe and fit for the purposes of childcare, with particular regard to maintaining a fully operating fire alarm system and appropriate fire safety equipment | 02/11/2018 |
| implement effective risk assessment procedures to identify potential hazards and ensure that these are removed or minimised promptly, to ensure children's safety in all areas, indoors and outdoors | 02/11/2018 |
| develop staff understanding of how to manage children's behaviour consistently, including modelling good behaviour and giving clear and consistent messages to children to help them understand what is expected of them | 02/11/2018 |
| monitor and improve key-person arrangements to enable every child to establish relationships with key people, to help them feel safe and secure | 02/11/2018 |
| improve the effectiveness of staff supervision to ensure that monitoring of staff practice is used effectively to help staff understand and meet their responsibilities and raise the quality of teaching skills. | 02/11/2018 |

To meet the requirements of the early years foundation stage and Childcare

Register the provider must:

| | Due date |
|---|------------|
| make effective observations to assess and monitor children's level of achievement and use the information gained to plan and provide learning experiences to meet each child's next steps in learning | 02/11/2018 |
| provide activities that are matched accurately to the ages and abilities of the children participating, to support their learning and ensure they make good progress in all areas. | 02/11/2018 |

Inspection activities

- The inspection was carried out as part of a risk assessment process.
- The inspector viewed interactions between the staff and children during play experiences and planned activities.
- The inspector spoke to parents during the inspection and considered their views. The inspector also spoke to the provider, manager, staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager to assess how leaders monitor staff practice.
- The inspector viewed a range of documentation, including staff records, policies and procedures, risk assessments and the manager's ongoing development plans.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. The inspection was carried out as a result of a child leaving the premises through a faulty garden gate without the knowledge of the nursery management or staff. The provider has not maintained the premises to ensure that they are safe and suitable. For example, recent flooding has meant toilet facilities are undergoing refurbishment. Children are still using the facilities while they are being repaired and are negotiating the space with difficulty. For instance, the doors on cubicles are either missing or the wrong size, and are difficult for children to open and close. While risk assessments are carried out by staff, these are not effective in identifying potential hazards. For example, staff were not vigilant to ensure that exposed protruding nails in the fence were removed or controlled in an area where children freely played, and stair gates on the upper floor are not routinely closed after entry and exit. Consequently, children's safety is not fully assured. The manager holds supervision meetings with staff, and records show agreed goals for improvement and training to develop professional practice. However, staff practice remains poor and these measures have not helped staff to offer children better care and education. Staff assessments of children's progress are ineffective and this makes it difficult for the manager to monitor the progress of individual children and groups of children to identify any trends in gaps in their learning. Self-evaluation is weak. The provider has failed to recognise and address breaches in the requirements or identify all areas for improvement. Staff have appropriate knowledge of child protection issues and know how to report concerns to relevant agencies. The provider follows suitable recruitment and vetting procedures.

Quality of teaching, learning and assessment is inadequate

The quality of teaching is poor. Staff have weak understanding and knowledge of the early years foundation stage and general child development. Although staff observe and assess children's learning, assessments either reflect children beyond their abilities or do not accurately capture emerging gaps in learning. Staff therefore do not consistently identify what each child needs to learn next to help them move forward quickly in their learning. Sometimes activities are not appropriate for the ages and stages of children involved. For example, staff group young children during a mathematical skills activity, and the questions and activity are too difficult for them to understand and learn from, so children quickly become agitated.

Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management, and failure to meet welfare requirements, compromise children's safety. The key-person system does not work effectively. For example, new and unsettled children are not responded to promptly to ensure their needs are met, and to help them feel settled and secure within the nursery. Children's behaviour is poorly managed. Staff do not consistently model positive behaviour and guide children to understand why their behaviour is not kind. However, parents state that their children enjoy attending the nursery.

Outcomes for children are inadequate

Children make minimal progress from their starting points. There is a lack of sufficiently

accurate assessments and knowledge to help establish how children are developing. This means there are limited plans to help all children extend their learning. Older children practise some emerging skills in their play. For example, they use puzzles to develop their critical-thinking and physical skills to find the right shapes to place puzzle pieces. However, children do not develop satisfactory skills to help them be ready and prepared for the move to their next stage in learning and school.

Setting details

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| Unique reference number | EY484678 |
| Local authority | Newham |
| Inspection number | 10076379 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 40 |
| Number of children on roll | 39 |
| Name of registered person | Sparkles Day Nursery Ltd |
| Registered person unique reference number | RP906061 |
| Date of previous inspection | 9 May 2016 |
| Telephone number | 0208 552 3939 |

Sparkles Day Nursery registered in 2015. It is situated in East Ham, in the London Borough of Newham. It is open each weekday from 7.30am to 6.30pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. There are nine members of staff. Seven staff hold appropriate early years qualifications from level 2 to level 6.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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