

# Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM NG9 8DJ



<b>Inspection date</b>	20 February 2019
Previous inspection date	19 September 2017

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Staff do not always use information from their observations of children well enough to help monitor the progress children make and to plan precisely for their next steps in development.
- The provider/manager does not effectively monitor the quality of teaching. She has not identified any potential areas of development to support staff to improve their skills. As a result, children's progress is not consistently good.
- Arrangements to help parents be better involved and able to contribute to children's ongoing learning are not robust.
- Occasionally, role modelling by staff is not used to help children develop good social skills and demonstrate the appropriate use of tools. This is particularly relevant during meal times.

### It has the following strengths

- Children's personal, social and emotional development is encouraged through regular praise and reassurance. Staff develop suitable bonds and attachments with children, who demonstrate that they are happy and settled.
- Children's health and well-being are appropriately supported. They enjoy a range of meals and snacks to support a healthy lifestyle. Children have regular access to the outdoors, where they develop their physical skills and learn how to care for the nursery chickens and rabbit.
- The nursery is clean and secure. The environment is fully risk assessed. Ratios are well maintained and staff are deployed appropriately to ensure children are closely supervised both indoors, outdoors and on outings. This helps to keep children safe.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure information from observations and assessments of children's learning is used more accurately to monitor each child's ongoing levels of achievement and to plan challenging and enjoyable learning experiences to support children to make good progress	03/04/2019
monitor the quality of teaching to ensure that any gaps are quickly identified and steps are put in place to improve staff practice and the outcomes for children.	03/04/2019

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

- find more ways to regularly share information with children's parents regarding the progress children make, so they can further support their learning and development outside of the setting
- ensure staff use every opportunity to help children learn how to use tools such as cutlery appropriately.

### 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 evaluated the range of activities on offer with the provider/manager.
- The inspector held a meeting with the provider/manager. She looked at relevant documentation, such as a sample of policies and procedures, risk assessments and evidence of the suitability and qualifications of staff working in the setting.
- The inspector spoke with staff and children during the inspection.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

### Inspector

Alexandra Brouder

## Inspection findings

### Effectiveness of leadership and management requires improvement

The provider/manager offers some support and training to the appropriately qualified team. However, she does not take action when weaknesses in teaching and practice are identified. The current staff team, other than the provider/manager, has only been at the setting for a short time. However, staff do not use their expertise to identify and plan appropriate or challenging next steps to support children's skills. The provider follows appropriate recruitment procedures to ensure all those working with children are suitable. Staff have a clear understanding of the procedures to follow should they suspect a child is at risk of harm. They have all completed appropriate training in this area, to ensure their knowledge is up to date. Parents are happy with the service provided by the staff. However, although staff speak to parents regularly, they do not always share enough information about their child's development and progress to help parents to support their child's learning at home.

### Quality of teaching, learning and assessment requires improvement

The provider and staff make observations of children as they play. However, the information gained from this is not used to plan effectively for children's next steps in learning. Staff do not consider how best to plan and offer activities to challenge and support children's interests. However, staff do play alongside children and chat with them while they play. They make some use of effective questioning as children play with small plastic bricks. Children are encouraged to talk about the consistency of the cornflour and water as they stir and mix it together. Staff ask them to name colours as they are added to the mixture. Children enjoy making marks on paper, showing appropriate pencil control. However, they are less supported to use tools, such as cutlery, appropriately at meal times.

### Personal development, behaviour and welfare require improvement

Weaknesses identified in leadership and management and the quality of teaching have an impact on how well children achieve. Despite this, children are happy and settled and they display positive behaviour. Staff are positive role models and unwanted behaviour is managed appropriately. Children enjoy being outdoors and show high levels of engagement in this well-resourced area. They explore the soil using trowels and forks, looking for worms. Children shout out with glee when they find them and happily show them to staff and others around them. Children learn to respect and explore similarities and differences. They engage in a range of activities throughout the year to develop their awareness of their own community and the wider world, such as Chinese New Year.

### Outcomes for children require improvement

Due to weaknesses in teaching and planning, not all children, including those who receive funding, make the progress of which they are capable. However, children do learn some of the skills required to support them for the next stage in learning, such as school. Older children show appropriate levels of independence as they pour their own drinks, manage the toilet unaided and learn to put on their coats for outdoor play. Babies and toddlers enjoy exploring battery operated toys. They develop their physical skills as they press and push buttons, laughing with delight as sounds are made.

## Setting details

<b>Unique reference number</b>	EY435689
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10094908
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 7
<b>Total number of places</b>	18
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Walker, Emma
<b>Registered person unique reference number</b>	RP514806
<b>Date of previous inspection</b>	19 September 2017
<b>Telephone number</b>	07901 822 338

Sparkle Daycare registered in 2011. The nursery employs four members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. This includes the manager. The setting opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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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