

Sparkles Day Nursery

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



Inspection date	2 May 2019
Previous inspection date	12 October 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Leaders have used a range of tools to evaluate the quality of provision. They have put in place and implemented a robust action plan. As a result, significant improvement has been made since the last inspection.
- There are effective systems in place for the professional development of staff. Leaders have developed an ethos of continuous improvement where training is targeted, staff share new learning with their peers and the impact of training is measured. As a result, teaching is now strong.
- There is a diverse workforce that represents the diversity of the local community. Staff are positive role models to children; they speak to one another, and to children, in positive ways and children learn to treat each other with respect.
- Staff make regular and accurate assessments of what children know and can do. These are used to plan a wide variety of activities for children, indoors and outdoors, that challenge them appropriately.
- Staff support children well to develop their communication and language, physical and personal, social and emotional skills. Staff incorporate early literacy and mathematics concepts into the routine and this helps children to be ready for the next stage in their learning.
- Children learn the skills they need to be independent. They put on their own coats for outdoors and wash their own hands before eating and cooking.
- On occasion, staff end planned activities abruptly and this interrupts children's learning.
- Systems for entering the premises can be disruptive to the teaching and learning in the pre-school room, particularly during story time.

What the setting needs to do to improve further

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

- improve staff's awareness of the impact of interrupting children's learning unnecessarily
- review the systems for entering the premises so there is minimal disruption to children's learning in the pre-school room.

Inspection activities

- The inspector observed activities indoors and in the outside area.
- The inspector spoke to children, staff and leaders at appropriate times during the day, and held a meeting with the leaders.
- The inspector carried out a joint observation with the manager.
- The inspector spoke with parents and took account of their views.
- The inspector looked at children's records and assessments, the leaders' self-evaluation and action plan, evidence of training and a range of other documentation, including policies and procedures.

Inspector

Sam Colderwood

Inspection findings

Effectiveness of leadership and management is good

Since the last inspection, the manager has led a period of rapid improvement. Staff are participating in various initiatives, such as the promotion of healthy eating. The manager has put in place plans to improve the quality of the environment and safeguarding. Leaders have improved systems for the supervision and monitoring of staff, including the manager. This has enabled them to address weaknesses in practice, including in the quality of teaching. For example, staff new to working with younger children have received specific training to improve their confidence in this area. Safeguarding is effective. There are systems in place so staff can identify risks and take action to keep children safe. Staff work in partnership with parents and other professionals. They support children well, particularly those who speak English as an additional language and those with special educational needs and/or disabilities (SEND), to be ready for the next stage in their learning. Staff find ways to communicate with all parents, including those who do not speak English, and meet with them to gain their views.

Quality of teaching, learning and assessment is good

Children make choices about what they play with and are confident to use resources such as rolling pins and jugs to make chapatis. Regular observations of what children can do are accurate and used to inform planning for the next stage in their learning. For example, for children working above their expected age range, staff adapt activities and encourage them to use tape measures and develop their knowledge of numbers up to 100. The manager has used her observations of teaching to improve staff's understanding of how to develop younger children's communication and language skills. Children enjoy regular trips to the local community, as well as making use of the large outdoor area.

Personal development, behaviour and welfare are good

Children feel safe at the nursery. They explore the environment confidently. For example, they play the bongo, dressed in African clothing, and dance around the table. Children spontaneously announce 'I had such fun!' to the inspector. Staff teach children about how to keep themselves safe, for example how to walk with their friends on the stairs and what to do if a stranger talks to them. Children behave well and treat others with respect, including by sharing and taking turns. There are photographs of the children throughout the nursery as well as information about their families, where they are from and what they like doing. This helps staff to know the children and for children to feel valued as individuals and learn about differences in others.

Outcomes for children are good

Children learn skills in readiness for school. For example, younger children use tongs to serve their own fruit at snack time. This helps to develop physical skills they later need for writing. Older children serve themselves lunch and pour their own water. All children, including those who speak English as an additional language, children with SEND and more-able children, make good progress from their starting points.

Setting details

Unique reference number	EY484678
Local authority	Newham
Inspection number	10086427
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	40
Name of registered person	Sparkles Day Nursery Ltd
Registered person unique reference number	RP906061
Date of previous inspection	12 October 2018
Telephone number	02085523939

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, term time only. 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 3 to level 6.

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