

Sparklers

C/O St William's Catholic Primary School, Garstang Road, Pilling,
PRESTON PR3 6AL



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| Inspection date | 28 June 2019 |
| Previous inspection date | 23 April 2014 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- The highly qualified and experienced manager knows the setting extremely well. She works with both her dedicated team and committee to rigorously reflect and continuously improve quality.
- Children have access to an excellent outdoor area, which provides a wide variety of exciting and interesting activities. For example, the children grow their own vegetables in a greenhouse they have designed and built out of plastic bottles.
- Mathematics is deeply embedded into all areas of the stimulating environment and outstanding teaching practice. Staff are extremely passionate about the use of mathematics. This is evident as they instinctively include skills such as counting and estimating into daily activities. For example, children enthusiastically take the lunch orders and record numbers using a tally chart.
- Partnership with parents is exceptionally well promoted. Staff involve parents strongly in children's learning. For example, they send home activity ideas and the children bring in their homework proudly to share with their friends. Parents are also invited into the setting for special events, such as a cricket match to celebrate Father's Day.
- All children, including those with special educational needs and/or disabilities, make rapid progress from their starting points. The experienced team monitors children's progress rigorously and provides focused support to ensure they reach their best possible outcomes.

What the setting needs to do to improve further

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

- continue to support new members of the team in providing the current outstanding teaching practice and promote the best possible outcomes for children.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors and assessed the impact this has on the children's learning.
- The inspector spoke to parents and considered their views.
- The inspector held a number of discussions with the manager and she looked at relevant documentation and checked evidence of the suitability of staff.
- The inspector went on a tour of the setting with the manager.

Inspector

Vicky Armstrong

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The experienced team has a sound knowledge of the signs and symptoms of abuse and the procedure to follow if it has a concern about a child. The manager rigorously monitors staff performance and there is a robust system to highlight good practice and any areas for improvement. For example, she carries out peer observations and uses this information to plan further training. The manager also has an established procedure in place to supervise staff and does so highly effectively. The dedicated committee members take a very active role in the setting. For example, they often visit or attend events. The manager is extremely knowledgeable and active in promoting multi-agency working and does so promptly to ensure the best possible outcomes for children who need it most.

Quality of teaching, learning and assessment is outstanding

The quality of teaching is highly impressive. Skilful staff are very attentive to children's needs during group activities. For example, when a younger child becomes distracted they are directed to another activity. Literacy is deeply embedded in practice through both activities and the daily routine. For example, children take part in daily phonic sessions about letters and the sounds they represent. Knowledgeable staff use sharply focused observations to accurately assess the children and plan their next steps. They provide a wide variety of interesting activities, building on the children's interests and experiences to help extend their learning to the highest level. For example, following a holiday children initially discuss the differences between buildings in their community and those around the world. Staff introduce the concept of famous buildings and children represent these themselves, using a variety of materials.

Personal development, behaviour and welfare are outstanding

Children are extremely settled and happy in the setting. They confidently explore and play respectfully alongside others. Staff highly value children's thoughts and opinions and incorporate these to enhance the setting. For example, children decide to change an outdoor air-raid shelter into a science laboratory, which they help to paint. This helps children take ownership and they work together to look after the environment. The key-person system is well established and staff have particularly positive relationships with children.

Outcomes for children are outstanding

Children learn to be independent, active learners who are particularly curious about the environment around them. Staff instinctively encourage children to explore and experiment. For example, when children make pots of tea in the water tray they examine the tea bag, discussing smell and texture. Staff instinctively know how to respond to children's individual needs and prepare them for their next stage of learning extremely well. For example, they work closely with the local schools to ensure a positive transition for children.

Setting details

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| Unique reference number | EY464887 |
| Local authority | Lancashire |
| Inspection number | 10106622 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Sessional day care |
| Age range of children | 2 - 4 |
| Total number of places | 18 |
| Number of children on roll | 18 |
| Name of registered person | Sparklers Committee |
| Registered person unique reference number | RP908424 |
| Date of previous inspection | 23 April 2014 |
| Telephone number | 01253 790 389 |

Sparklers registered in 2013 and is managed by Sparklers Committee. The nursery employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 4 and one holds a qualification at level 2. The nursery opens Wednesday to Friday from 8.45am until 3.45pm during term time. Children attend for a variety of sessions. 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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