

Sparkling Stars

William Morris School, Folly Lane, London E17 5NT



Inspection date	9 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- The manager gains the opinions of parents and staff to help her identify areas for development and improve outcomes for children. She understands and implements the statutory requirements effectively.
- Staff are good role models. Children respond well to consistent routines, gentle reminders and clear boundaries. They are happy, confident and show that they feel safe at the setting.
- Staff use a range of effective methods to keep parents very well informed about the progress their children are making. They provide a variety of ideas for activities to help parents continue children's learning at home.
- Children with special educational needs and/or disabilities (SEND) are supported effectively, ensuring that they have opportunities to make the best possible progress in relation to their starting points.
- Parents express the view that the nursery is like a 'home from home'. Staff develop caring relationships with children and parents.
- At times, staff do not ensure that the organisation of the environment allows children to freely explore, choose and develop new interests on their own.
- Staff do not make the most of every opportunity to encourage children and babies to do things for themselves.

What the setting needs to do to improve further

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

- review the layout of the outside area to create opportunities for children to play freely and develop new interests independently
- encourage children to manage more tasks for themselves so that they become more independent in their learning.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children learning.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector completed joint observations with the nursery manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector held a meeting with the nursery manager and looked at relevant documentation, including evidence of the suitability of staff working in the nursery.

Inspector
Janet Tough

Inspection findings

Effectiveness of leadership and management is good

The manager is committed to make ongoing improvements. She has put an effective evaluation system in place that incorporates the views of staff and parents. This helps her to ensure that all aspects of the provision are assessed and that a plan is put in place to address any areas for development. Safeguarding is effective. Staff know the signs that may indicate a child is at risk of significant harm. They know how to report any concerns about children's welfare. The manager uses risk assessments effectively. She identifies any potential hazards to help maintain a safe environment for children. Staff are well supported in their continuous professional development. For example, they make effective use of opportunities for self-reflection and further training. Parents are very complimentary about the service they receive. They say their children enjoy attending and make good progress in their learning and development.

Quality of teaching, learning and assessment is good

Staff regularly assess children's progress to find out what they need to learn next. They plan a good range of activities based on children's current interests and learning needs. Children's language skills are developing well. Staff support and help them to become confident and fluent talkers. Children who speak English as an additional language make good progress alongside their peers. Any gaps in children's learning are closely monitored to ensure that these are rapidly closing. Children and babies enjoy daily opportunities to play outside, which helps to support their physical development and well-being. Staff use visual aids to help children develop their communication skills, including children with SEND.

Personal development, behaviour and welfare are good

Children are happy and confident as they explore the indoor and outdoor areas. They demonstrate warm, caring bonds with staff and enjoy the frequent praise they receive, which boosts their self-esteem. Staff sit with children as they eat and talk encouragingly about the healthy food they are enjoying. They support children to be independent in managing their personal care needs. For example, older children serve their own food at mealtimes and babies learn to feed themselves. The key-person system is well established and effective. Settling-in arrangements and transitions are well planned and facilitated according to the individual needs of the child.

Outcomes for children are good

All children make good progress in relation to their starting points, including those who speak English as an additional language and children with SEND. Staff provide opportunities for children to learn about their world. For example, children planted seeds and learned about what they need to grow. Babies develop their language and communication skills as they enjoy singing time and learn sign language to express themselves. Staff support the development of children's early mathematical skills. For example, children used rulers to measure their flower stems and make comparisons with others. Children develop a wide range of key skills to support the next stages in their learning, including being ready to start school.

Setting details

Unique reference number	EY545626
Local authority	London Borough of Waltham Forest
Inspection number	10109365
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	1 - 3
Total number of places	30
Number of children on roll	19
Name of registered person	Hornbeam Academy Trust
Registered person unique reference number	RP545625
Date of previous inspection	Not applicable
Telephone number	020 8503 2225

Sparkling Stars registered in 2017 and is operated by Hornbeam Academy Trust. The setting is situated on the school site of Hornbeam Academy (William Morris Secondary School) in Walthamstow, in the London Borough of Waltham Forest. The setting provides both full-time and part-time sessions each weekday from 7.30am to 6pm, throughout most of the year and for term-time placements. The setting currently employs a manager, who holds an appropriate early years qualification.

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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