

# Inspection of Sparkle Daycare

34 Church Street, Stapleford, NOTTINGHAM NG9 8DJ

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Inspection date: 7 November 2019

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision is inadequate**

Children are safe and secure at the nursery. However, the overall quality of care and education is poor. The provider fails to understand and meet the requirements of registration. This affects the provider's ability to make improvements for the children who attend.

Staff do not have high enough expectations for children. They do not always motivate and inspire them. For example, staff show young children real herbs. However, they do not demonstrate to the young children how the herbs can be used to help them develop their senses. Staff give the herbs to the children but do not engage in conversation about them to extend children's learning.

Children do not benefit from consistently good-quality teaching. This is because the management team has not recognised that some staff are not effective teachers. That said, children are happy and well behaved. They demonstrate that they can follow their own interests and select their own toys, helping to develop their independence. They are eager to take part in the range of opportunities and activities on offer to them. However, staff do not interact with enthusiasm to extend and engage the children fully in the experiences on offer.

### **What does the early years setting do well and what does it need to do better?**

- The provider does not have an adequate oversight of the quality and standards at the nursery. The provider has failed to provide appropriately qualified staff to care for the children. This is a breach of the welfare requirements.
- The provider, who is also the manager, has not implemented an effective curriculum. This means children do not experience meaningful teaching across the seven areas of learning. She has not sustained the progress identified at the last inspection in relation to providing challenging and enjoyable learning experiences to support children's learning. However, there have been some improvements to the arrangements for observing and assessing children's achievements. Staff are now able to identify children's next steps in their learning appropriately.
- Staff are not effective enough in responding to children and adapting their teaching to help children extend their learning. This results in children losing their initial good levels of interest and engagement in activities. For example, older children decorate biscuits to look like fireworks. Staff sit close by, but do not interact with the children to extend children's own ideas. In addition, staff do not have a strong enough knowledge of how to support children's speaking skills. They do not hold purposeful conversations with older children or repeat words for younger ones.
- Staff have regular supervision and training sessions. These have recently

focused on improving how staff read stories with children. The manager has a clear understanding of the skills individual children need to develop for their future learning and for school when the times comes.

- Staff have effective partnerships with parents and other professionals involved in the children's care and learning. They inform parents of their children's achievements and talk to them on a daily basis about the activities their children have participated in. However, staff do not seek a full range of information from parents about what children already know and their experiences from home. This means staff are not able to assess children's starting points accurately and provide activities to enrich children's current experiences from home to support their further development.
- Staff promote healthy lifestyles and provide children with healthy snacks, nutritious meals and plenty of exercise. They do not, however, always consider portion sizes when serving food. They do not consistently talk to older children about eating healthy foods, to help them have an awareness of healthy eating.
- Children are cared for in a relaxing and calm environment. They freely access the resources on offer. Staff know about children's sleeping and eating patterns and can meet their care needs accordingly.
- Staff take safety as a priority. They let children take risks while well supervised, such as going up and down the steps in the playhouse. Staff check the rooms and outside before the children start to ensure they are free from hazards.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge of child protection issues and a secure understanding of their role in helping to keep children safe from harm. They know the signs and symptoms of abuse and the procedures to follow if they have any concerns about a child's welfare. The manager and staff regularly update their knowledge through training and are aware of wider safeguarding issues. The manager knows what to do if an allegation is made against a member of staff and follows safe recruitment procedures to ensure the suitability of staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that the appropriate number of qualified staff are present at all times	30/12/2019

ensure staff provide challenging, enjoyable experiences and quality interactions, in order to help promote children's individual learning effectively	30/12/2019
provide more opportunities to help develop children's communication and language skills	30/12/2019
ensure that staff have the support and coaching they need to raise the quality of teaching to a consistently good level.	30/12/2019

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

- strengthen the existing partnerships with parents and gather detailed information about what children know and their experiences from home when they first start at the nursery, to build on their future learning
- ensure staff consider the portion sizes of food for children and build on opportunities for older children to talk about healthy food, to increase their awareness of healthy eating.

## Setting details

<b>Unique reference number</b>	EY435689
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10126727
<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>	1 to 11
<b>Total number of places</b>	18
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Walker, Emma
<b>Registered person unique reference number</b>	RP514806
<b>Telephone number</b>	07901 822 338
<b>Date of previous inspection</b>	20 February 2019

## Information about this early years setting

Sparkle Daycare registered in 2011 and is situated in Stapleford, Nottingham. The nursery employs three members of childcare staff, including the manager. Of these, the manager holds an appropriate early years qualification at level 3. The nursery 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.

## Information about this inspection

### Inspector

Jan Hughes

## Inspection activities

- The manager and the inspector discussed the curriculum and the quality of teaching during a learning walk.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held discussions with to the provider, who is also the manager, throughout the inspection.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning. She completed a joint evaluation of an activity with the manager and discussed children's learning and development.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection. In addition, she reviewed written comments made by parents about the nursery.
- The inspector sampled a range of documentation, including attendance records, evidence of staff suitability checks and qualifications. She also reviewed documentation linked to health and safety arrangements for the nursery, including accident forms and fire evacuation records.

We carried out this inspection 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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