

# Inspection of Sparkles Pre-School

Catholic Church Of St. Theresa, Haig Road, Biggin Hill, Westerham, Kent TN16 3LJ

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Inspection date: 1 December 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Most children separate happily from their parents at the door and quickly engage in their preferred activities. Children who are new to the setting are soothed and comforted by staff when they find it hard to settle. These children soon become inquisitive about what is going on around them and begin to join in with the activities.

The joint owners set high expectations for what they want all children, including those who may be disadvantaged, to achieve. Children have every opportunity to catch up in their learning following the COVID-19 restrictions. Many have made good progress with their physical development. They practise their hand and finger movements to paint, draw and construct models. Others have benefited greatly from the managers' focus on their communication and language development and their social skills.

Older children are very caring towards the younger ones. For example, they take them by the hand to show them how to find hidden objects in a group game. Younger children squeal with delight as they run around and engage in outdoor games. Children confidently follow routines. At snack time, they quickly learn to follow a set sequence of events. They wash their hands, sit down to eat, and choose their food. Once they have finished, they find their name cards to put in a pink box and put their plates and cups into a bowl.

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

- The owners, who jointly manage the setting, work hard alongside their staff team to provide children with good quality education. Staff understand what the managers intend children to learn and provide a good range of activities and experiences to help children progress well. They are reflective and receive good support and supervision to continually evaluate and improve their work.
- The owners failed to notify Ofsted of a significant matter within the required timescales. This was a genuine mistake, but they took swift action to remove any risk to children. Both owners have a good understanding of the different matters that must be notified to Ofsted in future, to further minimise risks to children.
- Staff are warm and responsive to children and encourage them to have positive attitudes towards learning and one another. Children learn about the similarities and differences between themselves and others. They confidently take part in familiar activities. For example, staff ask them how they can play well together. Children respond with answers, such as 'ask for help, share toys' and 'work together'. They confidently recall and build on previous experiences.
- The managers and staff work well together to encourage children's

communication and language development. Staff ask interesting questions, such as 'Who can remember what we have been reading?' They ask, 'How many more to make six?' as children count objects and learn about simple addition and subtraction. Children know the words and actions to familiar songs and stories and spontaneously use the initial sounds to words in their play.

- Children show great interest in being outdoors as they climb, balance and slide on large equipment. They rake leaves blown down by the wind, explore different creatures and discuss the differences between slugs and snails. Overall, staff effectively apply the managers' intent for children's personal, social, and emotional development. They, occasionally, fail to encourage children to try to do things for themselves, such as putting on their aprons or coats, to further encourage their independence.
- Staff are warm and responsive role models who praise children regularly. All children behave well and continually learn about acts of kindness. They are working well towards becoming thoughtful and caring individuals. Children enjoy social times, such as when they eat together. Staff help them to make healthy choices and learn about foods that are good or bad for them.
- Staff think carefully about children's safety, so that they can play in a safe and secure environment. Sometimes, they do not teach children about managing risks for themselves. For example, they do not help children understand what might happen if they hold scissors incorrectly or run around close together.
- The managers and staff work well with parents and any professionals involved with the children. Parents report that staff update them regularly about their children's progress and cannot fault the care and learning provided. Staff work closely with others to help children become well prepared for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

The managers have a good understanding of how to ensure all staff are suitable to care for children. The managers make sure that staff are continually updated about changing safeguarding matters and able to share any concerns on an ongoing basis. They work together to keep children safe. They follow effective risk assessments, including when they take children to the outdoor play area. Staff understand the possible indicators of abuse and wider safeguarding issues, such as children being at risk of extreme behaviours and views. They know the reporting procedures to follow, including how to escalate any concerns beyond the setting.

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

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

- strengthen opportunities for children to develop more independence during their

everyday experiences

- help children to gain a better understanding of how to manage risk for themselves as they play and learn.

## Setting details

<b>Unique reference number</b>	2522386
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10213627
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Sparkles Partnership
<b>Registered person unique reference number</b>	2522385
<b>Telephone number</b>	07484894272
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sparkles Pre-School registered in 2019. It operates from a church hall in Biggin Hill, Kent. It opens Monday to Friday, from 9.30am to 3.30pm, during school term times. Five staff work with the children, including the joint owners/managers. The majority of staff hold early years qualifications from level 2 to level 5. The provider is in receipt of funding for the provision of early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Stephanie Graves

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The joint owner/managers showed the inspector around the setting and explained how the provision is organised for children's learning.
- The inspector held discussions with staff and children at convenient times throughout the day and children spoke about their favourite snacks and toys.
- The managers provided the inspector with a sample of documents and records used for the safe management of the provision.
- The inspector took account of the views of parents as part of the inspection process.
- One of the managers joined the inspector to observe a planned activity.

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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