

# Inspection of Sparklers Nursery

The Watling Centre, 145 Orange Hill Road, EDGWARE, Middlesex HA8 0TR

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Inspection date:

3 December 2021

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Good

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

### **The provision requires improvement**

Children happily settle on arrival and are welcomed warmly by staff. They receive caring interactions from staff. However, these are not consistently purposeful in order to extend and challenge all children's learning. In particular, children who are at risk of falling behind in their communication and language development do not receive enough support to help them make good progress.

Children with special educational needs and/or disabilities (SEND) have their needs suitably met. Children confidently move around the rooms and garden and make choices about what they would like to do. They have access to interesting and enjoyable activities that help them to engage in play. Younger children explore and investigate with interest. For example, they use magnifying glasses with staff to look for the patterns on animals. Older children enjoy building towers using blocks, which helps to support their hand-to-eye coordination. They show they are able to follow some simple instructions. Older children are able to listen appropriately, such as during a group time. Children behave well. They are independent and confident to take responsibility during daily routines.

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

- The manager has some understanding of the strengths and weaknesses of the provision. She has been proactive in seeking professional support and working with parents regarding children with SEND. This helps to provide appropriate help and support to these children and to the staff who provide their one-to-one care.
- There are some weaknesses in the quality of education. Staff interact generally well with children and talk to them as they play. However, they do not consistently extend children's vocabulary and language development through their interactions with them. Some staff do not use a wide enough range of vocabulary with children or do not challenge them when they ask them questions. In addition, staff do not ensure that children, particularly those identified as needing more support, receive a tailored curriculum to help them to make good progress.
- The manager models good-quality practice and interactions with children to other staff. However, not enough is done to ensure that this impacts on staff's skills to help them to improve their practice. Although there are supervision and routine team meetings in place, staff do not often receive tailored coaching and mentoring to help identify and address improvements to their practice.
- Staff are good role models. Children learn to treat others with respect and are kind. Staff provide opportunities for children to gain a greater awareness of similarities and differences and what makes them unique. Children learn about different festivals. This helps them to develop an understanding of other cultures

and to appreciate diversity.

- The learning environment is well considered and attractive. This helps children to engage in their play. For example, children thoroughly enjoy spending time in the role play area. Staff support children's developing independence, such as helping them to put their belongings away on arrival.
- Parents speak highly about the nursery and the staff. Parents cannot currently enter the premises, due to the COVID-19 pandemic. Staff who answer the door tell parents how their children have been. They use online journals to show parents some pictures of children engaging in activities.
- Children have access to large, spacious outdoor areas. There is a covered area with sand, water and mud kitchens, that children can use in all weathers. Children explore the physical play equipment. They enjoy going down the slides, scrambling up the climbing frames and jumping in puddles.
- Children are becoming aware of the importance of living a healthy lifestyle. They choose from a range of appetising and nutritious lunches and an alternative is offered, if requested. The manager is continuing to take steps to support parents to provide healthy packed lunches for children.

## Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment processes ensure staff are suitable to work with children. The designated safeguarding leads and staff are committed to supporting children's welfare. They know how to recognise the signs of possible abuse or neglect and have a competent understanding of wider safeguarding issues. Staff are confident about the procedures to follow should they have any concerns about a child or an adult working on the premises. The system to monitor the arrival and collection of children and visitors to the premises is robust. Staff use risk assessments to ensure the environment is safe for children and to minimise any potential hazards.

## 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 staff know and understand how to support children's communication and language development and improve staff's interactions so that all children make good progress in this area of learning	15/01/2022

ensure that staff supervision identifies and targets weaknesses in practice in order to improve staff's knowledge and skills to more successfully meet children's learning and individual needs.	15/01/2022
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## Setting details

<b>Unique reference number</b>	EY375063
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10214376
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	First Meditation Enterprise Limited
<b>Registered person unique reference number</b>	RP906958
<b>Telephone number</b>	02089593434
<b>Date of previous inspection</b>	18 July 2018

## Information about this early years setting

Sparklers Nursery registered in 2006. The nursery employs 12 members of childcare staff. Of these, nine hold appropriate early years qualifications from level 2 to 6. The nursery operates from a community centre, which is located in the London Borough of Barnet. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two- and three-year-old children.

## Information about this inspection

### Inspector

Rizwana Nagoor

## Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery manager and looked at a sample of the setting's documents. This included evidence of staff suitability and training.
- The inspector completed three joint observations with the nursery manager.
- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years provision and the curriculum are organised.

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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