

Inspection of Sparkling Stars Day Nursery

31-33 Farriers Way, Borehamwood, Hertfordshire WD6 2TB

Inspection date: 14 March 2022

Overall effectiveness	Inadequate
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The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in the implementation of the Statutory framework for the early years foundation stage mean that children's welfare is compromised. Furthermore, the organisation of the educational programme is weak. The poor implementation of the curriculum means that children do not receive quality play experiences and interactions. Routines of the day are haphazard. For example, while children sit at tables waiting for staff to serve lunch, they become bored and leave the table. Additionally, children receive mixed messages about how to behave. During large group times, children identify colours and numbers on flashcards. However, this activity is too easy for older children, and they quickly become fidgety and talk among themselves. Staff then speak loudly to ask children to be quiet. This does not help children to understand the requests made of them.

Children arrive happily and start their day as staff welcome them warmly. This helps children to feel settled in the nursery. Babies explore the room and resources with growing confidence. They have opportunities to use their whole bodies, crawling into ball pools and splashing in water. Older children develop their physical coordination as they negotiate climbing frames and going down slides. Children practise and strengthen their smaller finger muscles as older children pick up fluffy balls with tweezers and young children squish play dough.

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

- The provider has not ensured that all staff are trained and clear about their roles and responsibilities, particularly regarding safeguarding and teaching children. This means children do not make good progress in their learning and their welfare is undermined.
- Staff do not manage children's behaviour appropriately. They used physical intervention, such as holding children's wrists, to ensure they wear aprons when playing in the water tray. Furthermore, staff give children mixed messages about what is acceptable behaviour. When children display similarly negative behaviour to each other, staff do not handle all children's behaviour in a consistent way.
- Staff know children's interests and what they want children to learn. However, they do not implement experiences that help children succeed in their next steps in learning. For example, when staff intend to help children focus on counting, they fail to help them count accurately. Some next steps in learning are not focused on children's individual needs. The curriculum that the manager intends children to learn is not put in place. For instance, she explains that she wants children to recognise their name in print, but there are limited opportunities for children to see their names printed while at nursery.
- The newly appointed manager is beginning to identify areas for development, such as required training and staff practice. However, she has not implemented

effective improvements as yet. Regular meetings do not have an impact on staff teaching abilities, nor their skills to manage children's behaviour appropriately.

- The manager is a good role model and interacts with the children well. However, this good practice has not been disseminated to all staff. For example, when children need calm and quiet, not all staff role model this characteristic to support learning for all children.
- Staff work with other professionals to manage children's needs. For example, they invite experts into the nursery to give them specialist training for particular needs. This helps ensure children are receiving continuity of care.
- Parents say their children are happy to attend nursery and the staff are caring. They feel informed about what their children are doing during the day.
- Children have some opportunities to use their imaginations. Younger children paint paper with brushes and older children create adventures with small dinosaur figures. However, staff do not join in to extend this play and progress children's overall development.
- Staff help children learn some personal care skills. They help older children to put their coats on and staff encourage younger children to wash their hands before eating. The cook makes healthy balanced meals and children can play outdoors. This helps children gain an awareness of healthy lifestyles.

Safeguarding

The arrangements for safeguarding are not effective.

Children's well-being is undermined because not all staff have sufficient knowledge of safeguarding procedures and wider safeguarding issues, such as the 'Prevent' duty. Despite being employed for a number of months, the provider has failed to ensure staff receive effective training about child protection topics. While some staff know to report concerns, they are not familiar with the agencies that would ensure the swiftest support for children and their families. Designated safeguarding officers understand their roles to refer concerns, should staff raise them. Staff check visitor's identification before entering the building and implement the security processes when unknown relatives arrive to collect children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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train staff to understand the safeguarding policy and procedure and ensure staff have up-to-date knowledge of safeguarding issues, including the local safeguarding partner procedures and the 'Prevent' duty, to ensure children receive help swiftly	11/04/2022
ensure staff manage children's behaviour in ways that are appropriate to their age and stage of development	11/04/2022
support staff to undertake professional development opportunities to ensure they offer quality experiences for children	11/04/2022
improve the quality of education, ensuring staff plan and provide challenging and enjoyable experiences for each child in all areas of learning and development.	16/05/2022

Setting details

Unique reference number	EY415259
Local authority	Hertfordshire
Inspection number	10230893
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 at time of inspection	0 to 4
Total number of places	62
Number of children on roll	48
Name of registered person	Sparklestars Limited
Registered person unique reference number	2655429
Telephone number	07884182777
Date of previous inspection	3 May 2019

Information about this early years setting

Sparkling Stars Day Nursery registered in 2010. The nursery employs nine members of staff, six of whom hold appropriate early years qualifications at level 2 or level 3. The nursery opens from Monday to Friday, all year round. Opening times are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Elke Rockey

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 manager and has taken that into account in their evaluation of the provider.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation of a planned activity.
- The inspector spoke with the provider and the manager about the leadership and management of the setting and looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- Children and staff talked with the inspector at appropriate times during the inspection.

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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