

Inspection of Little Sparks Wardle

415 Birch Road, Wardle, ROCHDALE, Lancashire OL12 9LH

Inspection date: 19 July 2022

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

What is it like to attend this early years setting?

The provision is good

Children thrive and thoroughly enjoy their time at this caring and friendly nursery. Children and parents are welcomed into nursery by staff who greet them enthusiastically and are genuinely interested to hear news from home.

Children behave well and demonstrate good attitudes towards their learning. All children are keen to both talk and listen to their friends and teachers. Staff have high expectations for the children and encourage them to cooperate well at mealtimes when setting places for each other. They encourage and model good manners as well as supporting children of all ages to take turns. Children learn to be independent, both when serving their own meals or being encouraged to put on their own shoes.

All children enjoy exploring well-resourced, secure outdoor areas that encourage older children to investigate and talk about the insects they find while digging. Younger children are encouraged to develop their walking and climbing skills when moving around the area with the support of caring staff.

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

- Staff know children well and this allows them to plan activities that children will find interesting and engaging. Children who have recently celebrated their second birthday make cakes with modelling clay, count the candles and sing songs to celebrate this. This enables them to enjoy practising both their creative and mathematical skills.
- Younger children are encouraged to explore sounds and new words when playing in the water tray. Staff repeat back words such as 'splash' and 'all gone'. This helps the children develop their speaking and communication skills.
- Staff know what they want children to learn next. For example, improving their counting skills or increasing their ability to handle and control tools, such as tweezers, pens and pencils. They provide plenty of opportunities to practise these skills. However, sometimes activities are not sufficiently focused or well organised enough to allow children the opportunity to achieve the desired outcomes.
- Children behave well with staff demonstrating and promoting good manners, care and respect for each other. Staff encourage children to use 'kind hands' when interacting with their friends as well as pets or other animals. This means that children are able to cooperate well with each other and benefit from the activities provided.
- Leaders and managers have high aspirations for both children and staff. The well-being of all in the setting is of particular focus. Staff feel fully supported in their professional development.

- Although staff give great importance to promoting children's independence, the arrangements for serving food can leave some children sitting and waiting for some time before eating. The timing of some young children's personal care routines also breaks their concentration levels. This results in some children's play and learning being unnecessarily interrupted.
- The support for children with special educational needs and/or disabilities is a strength in this nursery. Staff make accurate assessments of children's needs and communicate these well to parents. They engage constructively with outside professionals, such as occupational therapists, to support children in making good progress.
- Children in receipt of funding make good progress. Management and staff use their knowledge of the children's interests to purchase resources that will be enjoyed by all and help particular children in their learning. For example, a water wall to help children develop physical skills and explore cause and effect, a mud kitchen to encourage cooperation, communication and turn taking.
- Staff have a very good relationship with parents. All parents spoken to speak very highly of the nursery and staff. Parents comment that since coming to the nursery 'we have never looked back' and that they would recommend the nursery 'a thousand, million percent'. They feel involved in their child's learning and are kept well informed of their progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding procedures. They have been trained in, and are familiar with, the signs and symptoms of abuse. They have a thorough understanding of what they should do if they have any concerns. Leaders and managers ensure that all areas in the nursery are suitable for the children in their care. For example, all gates have appropriate locks and latches to help keep children safe and secure.

What does the setting need to do to improve?

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

- build on the staff's knowledge of children to ensure that the activities provided are more sharply focused on what they want individual children to learn
- consider how daily routines, such as meals, snacks and nappy changing, could be adjusted to help children stay engaged and prevent having their play and learning interrupted unnecessarily.

Setting details

Unique reference number	2544769
Local authority	Rochdale
Inspection number	10233431
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	45
Number of children on roll	84
Name of registered person	Little Sparks Wardle Limited
Registered person unique reference number	2544768
Telephone number	01706 377087
Date of previous inspection	Not applicable

Information about this early years setting

Little Sparks Wardle registered in 2019 and is located in Rochdale, Manchester. The setting operates from 7.30am until 6pm Monday to Friday, all year round with the exception of bank holidays and Christmas. The setting employs 13 members of staff, three of whom hold a relevant childcare qualification at level 6, seven at level 3, two are unqualified but working towards a level 3 qualification and one staff member is unqualified. The nursery provides funded early education for two-, three- and four-year-old-children.

Information about this inspection

Inspector
Neil Butler

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 this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery and explained how they organise the nursery and the learning they wish to take place.
- The inspector observed children playing and learning indoors and outdoors. They evaluated the impact of staff interactions on children's learning.
- The inspector carried out a joint observation with a member of the management team.
- Parents spoke to the inspector and shared their views on the nursery.
- The manager showed the inspector a range of documentation, including those relating to staff suitability.
- The inspector talked to the manager and provider about how they manage the nursery.
- The inspector spoke to staff and children 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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