

# Inspection of Little Sparks Nursery

Gurnell Grove Community Centre, West Ealing W13 0AR

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Inspection date: 9 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children arrive at the nursery with big smiles, keen to start their morning. They settle happily with the caring staff and demonstrate that they feel safe and secure. Children are confident to choose from the activities and resources. They move freely between the indoor and outdoor areas and become deeply involved in their play. Children and staff share very positive relationships. For example, children eagerly invite staff to read to them and join in with their games. Children behave well and are respectful towards others. They play nicely together and are polite as they talk to visitors.

Staff have high expectations for children and support their learning well. Children develop their thinking skills as they solve problems, such as how to balance building blocks. They are enthusiastic and thoroughly enjoy their learning. For example, children are full of energy and imagination as they re-enact a story about a big bad wolf. They pretend to build a fire to keep the wolf away and discuss how they can stop the wolf from blowing it out. Children recall what happened in the story. They work together to build a wall around the fire and cheerfully announce 'the wolf cannot blow down the bricks.'

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

- The managers, who also own the nursery, are reflective and ambitious. They know the nursery's key strengths and have plans for future development. They provide support and training for staff, to help consistently raise the quality of the provision. For example, they describe how they have adopted 'in the moment planning', which helps staff to extend children's interests more effectively.
- Children benefit from a broad and interesting curriculum, which helps them to acquire a positive approach to learning. For example, children have a lot of fun playing in the pretend kitchen. They concentrate intently as they chop real vegetables to make 'soup'. Children are curious to taste the vegetables and ask staff about those that are unfamiliar. They practise their mathematical skills as they compare the size and shape of the vegetables and decide how many pieces to add.
- Staff know their key children well. They routinely observe them and check what they know and can do. Staff identify where there are gaps in children's learning. They share information with parents and offer some additional support. For example, staff deliver small-group activities, to promote children's attention skills. However, plans for children with special educational needs and/or disabilities (SEND) are not focused sharply enough to ensure that they achieve the best possible outcomes.
- There is good support for children's language and communication skills. For instance, staff talk to children, model language and introduce new vocabulary as

they play. They provide a library of books that children can borrow from, to help support their learning at home. Staff are aware that many of the children speak English as an additional language. They obtain some familiar words from parents when children join the setting. However, staff do not ensure that children have consistent opportunities to hear and use their home languages at nursery.

- Children develop a good range of skills and attitudes, which provide a firm foundation for starting school. They enjoy being independent and become confident about what they can do. Children learn to manage their personal care needs, such as using the toilet and washing their hands independently. They select and serve their cereals at breakfast and competently pour their own drinks.
- Staff promote children's good health effectively and provide guidance for parents on issues, such as oral hygiene and healthy eating. Children are offered a nutritious breakfast when they arrive and enjoy healthy snacks during the morning. Staff speak to them about the importance of eating fruit and vegetables as they pretend to cook in the play kitchen. Children remember these positive messages and speak proudly about trying different foods.
- Partnerships with parents are good. Parents give positive feedback about the nursery and say that their children enjoy attending. They describe the good progress children make, particularly with their language skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers carry out robust checks on staff, to help ensure that they are suitable to work with children. Staff complete safeguarding training and have access to helpful safeguarding information within the nursery. They know the procedures to follow if they become concerned about children's welfare or the behaviour of an adult working with children. Staff understand a broad range of safeguarding issues, such as the effects of domestic violence and the risks of radicalisation. Staff use risk assessments effectively to help maintain a safe and hygienic environment for children.

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

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

- strengthen further the targeted support for children with SEND, to ensure that they achieve at the highest possible levels
- build on the opportunities for children who speak English as an additional language to hear and use their home languages in the nursery.

## Setting details

<b>Unique reference number</b>	EY478456
<b>Local authority</b>	Ealing
<b>Inspection number</b>	10236380
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	30
<b>Number of children on roll</b>	5
<b>Name of registered person</b>	Little Sparks Nursery Ltd
<b>Registered person unique reference number</b>	RP535429
<b>Telephone number</b>	07715849369
<b>Date of previous inspection</b>	9 September 2016

## Information about this early years setting

Little Sparks Nursery registered in 2014. It is situated in the London Borough of Ealing. The nursery is open each weekday from 9am to midday, during term time only. The provider employs four staff, all of whom hold early years qualifications. The manager is qualified at level 6 and other staff are qualified at level 3 or level 2. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 her evaluation of the provider.
- The managers showed the inspector around the nursery premises, they explained the nursery curriculum and how they organise the provision.
- The inspector observed a range of learning experiences, to evaluate the quality of education and the impact on children's learning. This included a joint observation with the manager.
- The inspector spoke to parents, staff and children during the inspection and considered their views and experiences.
- The managers made sure that relevant documents were available for the inspector to view. This includes staff suitability checks and paediatric first-aid certificates.
- The inspector met with the managers to discuss leadership issues, such as staff recruitment and supervision.

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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