

Inspection of Sparklers Nursery

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

Inspection date: 8 November 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children play and learn in a positive and nurturing environment. They are greeted by warm and caring staff who know them well. Staff form positive attachments with children. This helps children to settle in well and develop confidence to explore the many interesting resources and activities.

Children are enthusiastic and active learners. They have lots of opportunities to play indoors and outdoors. Children learn about nature through exploring the setting's mud kitchen, and they enjoy planting and gardening. The children take care of the setting's mini beasts and discuss what food they like to eat and how much water to give them so they can grow big and strong. This helps children to understand the world around them.

Children behave very well. Staff provide gentle reminders and explanations to help children learn about rules and boundaries. Children receive warm praise from staff for the good choices they make. They learn to speak respectfully to each other, take turns and be kind to their friends. Staff interact warmly during care routines such as nappy changes and washing hands. Children approach staff if they need comfort or reassurance. This helps children to feel safe and secure.

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

- Children gain good independence skills. For instance, they serve themselves food and water at mealtimes. Older children dress themselves and support younger and less able children to gain these skills. Children have good safety awareness. They understand they need to walk indoors to avoid accidents, and they use the outdoor area with care and caution.
- Staff successfully teach children about making healthy choices and leading healthy lifestyles. They ensure children wash their hands regularly, learn how to keep their teeth clean and have daily physical exercise. Children look forward to eating the healthy snacks and nutritious home-cooked meals.
- All children are making good progress across the seven areas of learning. Any possible gaps in learning are quickly identified and appropriate support put in place. Children are well prepared for their next stages of learning. Overall, the curriculum is well sequenced and challenging.
- Staff observe and monitor children's progress. They provide exciting experiences that children engage with and enjoy. However, occasionally during activities, staff do not give children enough time to think and answer questions posed to them. This does not always provide opportunities for children to promote and develop their thinking.
- Managers and leaders support children with special educational needs and or/ disabilities (SEND) and those who speak English as an additional language well.

They work with parents and other professionals and use strategies recommended for them to support children with SEND. This ensures that every child makes good progress.

- Children are motivated and curious to learn. Young children enjoy looking at books. They point to familiar objects and make relevant sounds. Older children enjoy rolling, squashing and pinching play dough, as well as pouring water and filling different-sized containers. This helps develop the small muscles in their hands. However, on occasion, the learning environment can become noisy, and some children find it difficult to concentrate and focus on their chosen activities.
- Leaders have worked hard to address the weaknesses identified at the last inspection. They understand the priorities and which areas they want to improve to ensure that all children achieve to the highest levels. The manager works closely with staff to support their learning through training and development. For example, staff have completed training to support children with their communication, and this has had a positive impact on all children's language development.
- The manager and staff have good relationships with parents. Parents speak positively about the staff and describe them as friendly and caring. Parents value the daily feedback they receive and the regular updates about their children's development through the nursery app. Children's progress is shared regularly with parents, including next steps for learning.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding knowledge within the setting is robust. Staff are confident about recognising the different types of abuse and reporting procedures. They have a clear understanding of what they need to do if an allegation is made against them or a member of staff. Daily risk assessments are carried out before the children arrive, and the provision is clean and safe. Staff supervise children well throughout the day. There are robust recruitment procedures in place to ensure adults working with children are suitable. Children learn how to keep themselves safe and healthy. For example, staff teach children how to use knives safely when preparing snacks.

What does the setting need to do to improve?

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

- create an environment that supports children's ability to concentrate and focus on their chosen activity, with specific regard to managing noise levels
- support staff's knowledge to make better use of questions during activities to promote thinking.

Setting details

Unique reference number	EY375063
Local authority	Barnet
Inspection number	10218126
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	1 to 4
Total number of places	40
Number of children on roll	57
Name of registered person	First Meditation Enterprise Limited
Registered person unique reference number	RP906958
Telephone number	02089593434
Date of previous inspection	3 December 2021

Information about this early years setting

Sparklers Nursery registered in September 2008. The nursery operates from a community centre located in the London Borough of Barnet. The nursery opens from Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year old children. The nursery employs 16 members of childcare staff. Of these, nine staff hold appropriate early years qualifications ranging from level 2 to level 4.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager led the inspector on a learning walk and told the inspector about what they want children to learn at nursery.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want them to learn.
- Staff, leaders and the manager spoke to the inspector throughout the day.
- The inspector observed children at play throughout the nursery.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, first aid and Disclosure and Barring Service checks.

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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