

# Inspection of The Little Sparkles Preschool Limited

FIRST CHURCH OF CHRIST SCIENTIST, 53 Cassiobury Drive, Watford WD17 3AD

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Inspection date: 9 November 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 settle quickly in this warm and friendly environment. They form strong bonds with the staff and their peers, which enables them to feel safe and secure. Staff have high expectations for children's behaviour. They support children to play alongside each other and learn to take turns. As a result, children behave well.

Children make good progress in all areas of learning. They have lots of opportunities to be physically active as they jump and skip in the outside area. Children discover interesting ways to make marks as they blow paint through straws to make fire work pictures. Staff teach children new words, such as 'aubergine', as they play in the home corner, developing their language skills. Children engage in meaningful conversation as they share stories with staff and their peers about what they did at the weekend. This helps children to understand what makes them unique.

Staff recognise the impact the pandemic has had on children's learning and development. They have adapted the curriculum well to focus on children's personal, social and emotional development. This has had a positive impact on the children, who show high levels of self-esteem and confidence.

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

- Children enjoy accessing a wide range of learning experiences in the pre-school. Staff deliver good quality teaching. A well-established key-person system is in place, which ensures that children develop secure attachments with staff. Staff use assessment well to plan further learning opportunities for children to develop their skills. For example, children squish and squeeze play dough to develop strength in their hands ready for early handwriting skills.
- Staff understand the importance of children learning to be independent. They set out activities they intend to support this. However, children are not always given the opportunity to complete tasks themselves. For instance, staff put children's coats on for them and spread butter on their crackers during snack.
- Children who speak English as an additional language are supported well. Staff find out key words in the languages spoken at home and use visual cues to help with communication and understanding. Children are valued and respected. They feel included as their home language and culture are celebrated throughout the setting.
- Staff work hard to swiftly identify children who may require additional support. They work closely with external professionals and implement early interventions to ensure children get the right support to meet their needs. This helps children to make the best possible progress from their starting points.
- Staff promote children's literacy skills and their interest in books and stories.

Children recall familiar stories about a tiger that came to tea as they set out their own tea party. They enjoy listening to stories read by staff. However, sometimes, activities such as story time are interrupted. Staff, sometimes, move children on from activities when they are actively engaged in learning.

- Parents speak fondly of the pre-school. They report their children are happy and settled and make good progress. Staff keep them up to date with their children's learning and development with daily handovers and termly reports. Staff work hard to promote children's learning at home. Children take home reading books to share with their families and complete homework sheets to develop their handwriting skills.
- The manager has worked hard to improve processes and procedures within the setting, which has had a positive impact. She has a clear vision of the quality of care she wants to deliver to the children. The manager supports staff well with regular supervision sessions. She monitors staff practice closely and provides training opportunities for the ongoing development of their skills. Staff report feeling valued and well supported by the manager.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff keep their safeguarding knowledge up to date with regular training. Staff know how to recognise the signs and symptoms of potential abuse and or neglect. There are clear reporting procedures in place, should staff need to make referrals if they have a concern about a child's welfare. Effective deployment of staff ensures that children are well supervised. Staff teach children about how to manage risk as children learn to hold the handrail down the steps into the garden. Daily checks are completed to minimise any hazards. The manager has robust recruitment procedures and suitability checks in place for all staff.

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

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

- develop children's independence and self-care skills further and encourage them to do more things for themselves
- support staff to avoid interrupting children's engagement in their play and learning and give them enough time to complete activities.

## Setting details

<b>Unique reference number</b>	EY490497
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10236678
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	The Little Sparkles Preschool Limited
<b>Registered person unique reference number</b>	RP533993
<b>Telephone number</b>	01923235594
<b>Date of previous inspection</b>	27 January 2017

## Information about this early years setting

The Little Sparkles Preschool Limited registered in 2015 and is situated in Watford. The pre-school employs six members of childcare staff, four of whom hold appropriate early years qualifications at level 2 or 3. The pre-school opens during term time only, Monday to Friday from 8.45am to 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language.

## Information about this inspection

### Inspector

Emily Woodhead

## 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 manager and has taken that into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk. She talked to the inspector about the curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors. She discussed children's progress with staff.
- The manager and inspector carried out a joint observation.
- The inspector looked at relevant documentation. This included evidence of staff suitability, staff records and safeguarding documents.
- The inspector spoke to parents 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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