

# Inspection of Sparkling Angels Day Nursery & Preschool

LINGWOOD CLINIC, 20 Victoria Road, Stanford Le Hope SS17 0HS

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Inspection date:

6 December 2022

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## **Overall effectiveness**

**Inadequate**

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**

Children's welfare and safety are not assured due to weaknesses in leadership and management. Risk assessments are not effective, and hazards in the environment are not removed. Fire exits are not kept clear at all times. The provider does not have secure recruitment procedures in place to ensure those working with children are suitable. Staff's safeguarding knowledge and medication procedures are poor. In addition, the provider does not ensure that there is a member of staff with a current and full paediatric first-aid certificate caring for children at all times, including on school runs. This puts children at risk in the event that emergency first-aid treatment is needed.

Children are generally happy and confident in the setting. However, at times, babies spend long periods of time in the garden in the cold, where they are inactive and become upset and cry. Staff say that the babies are 'having a moment' and do very little to meet their individual care and well-being needs. Despite this, children behave well and are kind and considerate to each other. For instance, children invite others into their play if they notice they are on their own. Children are keen to engage with visitors and invite them into their play and speak confidently about their family and interests.

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

- Leaders and staff do not protect children's welfare at all times. Risk assessments in the event of a fire are poor. Staff and children cannot safely exit the premises in an emergency. This is due to the exit route being used as a dining room, with tables positioned in the way, which hinders the safe evacuation of children and staff. The lock on the main door of the setting is unpredictable and can, on occasion, be difficult to open. This, again, prevents a safe exit in an emergency.
- Children's medication is not stored appropriately or kept out of reach of children. Staff are not aware that children have arrived with medication and do not notice it hanging out of a bag in the corridor. This does not protect children from harm or ensure that staff understand the requirements for administering medication to children.
- The manager and staff have a weak understanding of safeguarding, including the designated safeguarding leads. They do not know enough information about all children in their care to keep them safe at all times. Their knowledge of the procedures for reporting child protection concerns, and allegations against staff are poor. This places children's welfare at risk.
- The provider does not ensure that all staff have appropriate first-aid training. There are periods of the day when there are no first-aid trained staff on the premises. Additionally, the staff who collect children from school and bring them back to the setting do not have a relevant qualification in first aid. This puts

children at significant risk if they have an accident or are unwell.

- The provider does not have robust recruitment procedures in place. They do not ensure that appropriate suitability checks have been completed before allowing staff to have unsupervised access to children. Additionally, the provider does not make sure that appropriate checks are undertaken for staff who have lived or worked abroad. This does not keep children safe from adults whose suitability has not been vetted. The provider fails to notify Ofsted of all significant events and changes to the provision, as required. Failure to notify Ofsted is an offence.
- Children have access to a variety of resources that are presented in an inviting way. Staff speak to parents when the children first start, to find out what they know and can do. Staff observe the children to identify what they need to learn next. However, staff interactions are poor and do not stimulate children's curiosity, interest or excitement. Staff do not extend on what children already know and can do. This does not help children develop a positive attitude towards learning.
- The quality of education is poor, and the provider does not have a sound oversight of staff skills. Staff do not promote children's communication and language development well. For example, they do not use appropriate questioning skills to encourage older children's thinking. Children do not sustain their attention in activities or benefit from deep learning experiences. Babies show an interest in books, although staff do not follow their interest and develop their learning further.
- The key-person system is not effective, as the manager and staff do not have sufficient knowledge about the children in their care. The provider does not share vital information about the children with the staff who care for them. The manager does not know what they use additional funding for. The provider has not communicated this effectively to the manager and staff. This does not help to ensure that children's specific needs are catered for.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider fails to ensure that Ofsted is notified of significant events and changes, including a new manager. The manager and staff do not know signs and symptoms that may indicate children are at risk of harm and abuse. The majority of staff are not aware of the 'Prevent' duty guidance and legislation, including radicalisation. The provider and staff do not know the procedures to respond to allegations against staff. The provider has failed to recognise that staff have insufficient knowledge about safeguarding procedures. They do not follow safer recruitment procedures or first-aid requirements. This significantly compromises children's safety and welfare.

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

**The provision is inadequate and Ofsted intends to take enforcement action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
take action to ensure all staff have up-to-date knowledge of child protection and the procedures to follow, including in the event of an allegation against a member of staff	30/12/2022
ensure staff designated to take the lead for safeguarding have the knowledge, training and skills to be able to fulfil their role effectively	30/12/2022
ensure that fire evacuation routes are clear and easily accessible for the children and staff to exit safely in case of an emergency	30/12/2022
take action to apply an efficient risk assessment to help identify and minimise all hazards to children's safety	30/12/2022
implement effective medication procedures, in particular ensuring that medication is stored appropriately and out of the reach of children and staff are aware of children's medical requirements	30/12/2022
ensure there is adequate staff available who hold a current paediatric first-aid certificate caring for children at all times, including on school runs	30/12/2022
implement robust recruitment procedures to help ensure staff are suitable, including completing overseas checks for staff who have lived abroad	30/12/2022
ensure staff who have not had their suitability cleared do not have unsupervised access to children	30/12/2022

take action to ensure that an effective key-person system is maintained, to help ensure staff are aware of children's individual backgrounds and needs	30/12/2022
provide effective supervision, training and support to help improve the quality of teaching, supporting children's communication and language development and engagement in their learning.	30/12/2022

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
plan a challenging curriculum that focuses on what children need to learn next based on their emerging interests and needs.	25/01/2023

## Setting details

<b>Unique reference number</b>	EY479735
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10265928
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Sparkling Angels Preschool Ltd
<b>Registered person unique reference number</b>	RP911475
<b>Telephone number</b>	01375 767445
<b>Date of previous inspection</b>	13 July 2017

## Information about this early years setting

Sparkling Angels Day Nursery & Preschool registered in 2014. The nursery employs nine members of childcare staff. Five staff hold appropriate early years qualifications at level 3 or above. The manager holds a degree in early years. The nursery opens from Monday to Friday, all year round. Sessions are from 7am until 6.45pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lyndsey Barwick

## 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 their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 inspector carried out joint observations with the provider.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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