

# Inspection of Little Sparks Preschool

The Annexe At Valley Primary School, Knowland Grove, NORWICH NR5 8YB

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Inspection date: 3 February 2023

<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 with big smiles and enter the pre-school happily. They settle quickly and become absorbed in their chosen activities. Toddlers investigate the role play kitchen. They arrange pretend food onto baking trays and tell staff, 'the oven is hot'. Pre-school children dress up in hats and costumes. They scoop sand and pour it through sand wheels. Children sit in cosy tents to look at books. They turn the pages carefully and point to pictures they recognise.

Children are very happy and settled. They confidently talk to the inspector, showing that they feel safe. They cuddle closely with their friends and hold hands. They express opinions about which toys are their favourites. Children participate in good morning routines and tell staff, 'the weather is cloudy'. Staff engage children in two-way conversations. They ask children questions, such as, 'what did you have for breakfast today?'

Children demonstrate kindness and consideration. Pre-school children show patience with toddlers. For example, they help to strap their dolls into pushchairs. Toddlers pass crayons to each other as they draw. Pre-school children line up to wash their hands and help their friends to turn on taps. Toddlers sit quietly at tables during snack times, and help to give out plates and cups.

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

- Children show good attitudes to learning. They demonstrate high levels of concentration and are well-prepared for the next stage of their learning. Pre-school children draw their own pictures with incredible detail and accuracy. Toddlers show control snipping paper with scissors. They solve problems as they investigate boxes. Children work out which objects fit in different sized boxes.
- Children benefit from fresh air and physical exercise. They enjoy opportunities to run, climb and dig. Toddlers push prams and roll balls into skittles. Pre-school children arrange milk crates into obstacle courses. They think critically as they balance beams on top. Staff become involved in games of 'hide and seek'. Children squeal with delight as staff say 'boo'.
- Children with special educational needs and/or disabilities are supported well. Staff use sign language and visual cards in their communication. They make timely referrals and work closely with a wide range of other professionals.
- Staff promote the importance of oral health. Children brush their teeth after arriving. They explain they are brushing, 'up and down to clean away germs'. Staff praise children and say, 'good brushing' and, 'that is fantastic.'
- Children's communication and language skills are supported well. Staff use, 'story sacks' to bring books to life. Toddlers delight in naming farmyard animals. Staff offer clear narration of children's play. This helps to ensure that children

hear a rich variety of vocabulary.

- Parents are complimentary about the pre-school. They report that their children are happy and enjoy attending. They comment that staff are, 'amazing' and that they are kept fully informed of their children's progress. Parents praise staff for the support they offer to the children who speak English as an additional language.
- The manager is committed to providing the highest level of care and education for children. She evaluates the pre-school and works closely with committee members to put plans in place. When families need additional support, the manager swiftly assists them to access help from external agencies. Staff receive good levels of support and report high levels of morale.
- Toddler's play and learning are sometimes interrupted. Staff do not always recognise when toddlers are fully engaged in their chosen activities and they interrupt them to start group activities. This means that children are not able to complete activities to their satisfaction.
- Staff are sometimes too quick to step in and perform tasks for children. For example, staff routinely zip up children's coats. They do not always recognise the opportunity to support children to master this skill.
- Hygiene practices are not always effectively implemented. For example, staff serve fruit using their hands at snack times. Consequently, children do not always learn important hygiene practices.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a good understanding of how to safeguard children in their care. They understand the need to act quickly to ensure children remain safe. Staff show an awareness of wider safeguarding issues, such as radicalisation and county lines. They know how to report any concerns they may have about a colleague. Staff worked hard during the COVID-19 pandemic to maintain regular communication and provide support for children and their families. The manager provides robust recruitment and induction procedures to help ensure staff are suitable to work with children.

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

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

- support staff to minimise disruption to toddler's learning so that they benefit from meaningful learning at all times
- provide children with further opportunities to allow them to be even more independent
- enhance children's understanding of good hygiene practices throughout the setting.

## Setting details

<b>Unique reference number</b>	EY487785
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	10276187
<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>	32
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Little Sparks Preschool Committee
<b>Registered person unique reference number</b>	RP909304
<b>Telephone number</b>	07592525542 / 01603 740677
<b>Date of previous inspection</b>	5 July 2017

## Information about this early years setting

Little Sparks Pre-School registered in 2015 and is located in Norwich, Norfolk. The pre-school employs five members of childcare staff. All hold an appropriate early years qualifications at level 3. The pre-school is open from Monday to Friday, all year round, except for two weeks in the summer, bank holidays, Easter and Christmas. Sessions are from 8.50am to 3.10pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Helen Oakden

## 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 inspector observed the interactions between the staff and children.
- Parents shared their views of the pre-school with the inspector.
- 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early year's curriculum.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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