

# Inspection of Sparklers Pre-School

c/o Peatmoor Community School, Pepperbox Hill, Peatmoor, SWINDON SN5 5DP

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Inspection date: 21 February 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children arrive at this exceptional pre-school happy and excited for their day. Highly enthusiastic staff welcome them. Children confidently enter an environment that is centred around their needs and interests. They freely access the activities and beam with happiness when they see their friends arrive.

Children have exceptionally high levels of confidence and independence. Children engage meaningfully in self-chosen activities for long periods. They take their friends by the hands and play together. They use their senses to explore the pancake making tray. They work together to measure their ingredients with scales and discuss their next steps. They crack eggs and use whisks to mix it together. Children engage with purpose and build meaningful relationships.

Children learn about their bodies and keeping them healthy. They discuss with the highly trained staff the impact that sugary foods can have on their teeth. Children select foods they think will be good and bad for their teeth and match them to the 'good' and 'bad' pictures. Staff introduce words like 'protein' and 'cavities' during their explanations. Children are aware of their hearts and when they feel them 'racing' they eagerly share this with staff close by. Others feel their hearts and say their hearts are 'slow'. Enthusiastic staff explain that your heart 'races' when your body works hard and are 'slow' when you are relaxed. Children listen with curiosity and intent, they are keen and excited to know how their bodies work.

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

- The exceptional manager and her highly motivated team are committed to providing a high-quality learning environment for all the children. They deliver an ambitious curriculum and construct various exciting activities to teach children in a variety of ways. Children have access to a great choice of excellent-quality learning experiences.
- All staff have an excellent knowledge of all children in their care. They are aware of their needs, interests and their next steps for learning. Children that have only been at the pre-school for a short while are exceptionally well settled and engaged. Expert staff tailor not only the activities but also their style of teaching to specifically cater for the individual needs of each child. Children make very good progress from their starting points.
- Children are excited and eager to engage in group times. They intently listen as they discuss pancake day and the planned activities. Staff ask children if they have had pancakes today. Children are keen to respond and share what toppings they had with theirs. Staff listen and respond with enthusiasm. Staff skilfully extend children's learning by explaining that pancake day is also called Shrove Tuesday, and they go on to discuss the meaning of this with the

children. Children have excellent opportunities to learn about seasonal and religious events and link these to their own experiences.

- Fantastic staff have high expectations for children's behaviour. At morning circle time children and staff discuss the pre-school's golden rules. Children are aware of what is expected of them. Staff are rarely needed to intervene. Children confidently and appropriately talk to their friends and resolve any issues. Children have excellent resolution strategies and display extremely good behaviour.
- Highly trained and knowledgeable staff have a strong focus on children's mental health and well-being. They recognise since the COVID-19 pandemic children can display higher levels of anxiety and struggle with social interactions. Staff members have done specific training to support children with these issues. Children take part in a daily 'mindful minute', where they sit in silence and reflect. They also discuss how they are feeling today. Children take part in yoga sessions and they 'ground' themselves when they come in from the garden, which gives them time to calm and be ready for inside play. Children learn to manage and recognise their feelings and emotions effectively.
- There is an exceptional partnership with parents. Parents report on the 'excellent' communication from all the staff. They receive ideas of activities to do at home that link to the pre-school topic. Staff provide parents with techniques to support their children's well-being in the home environment. Stay-and-play opportunities are provided for families to attend, along with 'welly walks' and trips to the beach. Parents are very well informed and included in their child's pre-school experience.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have an exceptional knowledge of safeguarding and their role to help keep children safe. They can identify signs and symptoms that maybe indicators that a child is at risk of harm. They are aware of how to report and record information and how to seek support from outside agencies should they need too. All staff who work in the nursery have a disclosure and barring certificate and their ongoing suitability is monitored. Staff provide a safe and secure environment for children to play and learn.

## Setting details

<b>Unique reference number</b>	109086
<b>Local authority</b>	Swindon
<b>Inspection number</b>	10277348
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Sparklers Pre-School Committee
<b>Registered person unique reference number</b>	RP907880
<b>Telephone number</b>	01793 875 777
<b>Date of previous inspection</b>	5 September 2018

## Information about this early years setting

Sparklers Pre-School registered in 1990. It is located in Swindon, Wiltshire. The pre-school employs five members of childcare staff, two of whom hold qualified teacher status, one holds a level 3 early years qualification, one is working towards a level 3 qualification and the other is unqualified. The pre-school opens during school term times only, from 8.45am to 2.45pm, Monday to Friday. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## Inspection activities

- This was the first routine inspection the pre-school 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 setting.
- The manager 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 the inspector about what they enjoy doing at pre-school.
- The inspector observed the quality of teaching and the interactions between staff and children and assessed the impact on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The manager shared relevant documentation with the inspector.

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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