

# Inspection of Sparkles Day Nursery

Pilgrims Way Church, Pilgrim Way, Eastham, London E6 1HW

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Inspection date: 5 May 2023

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are happy, confident and enjoy their time at the nursery. They form strong attachments to their key person and other staff in the nursery. Staff are kind, caring and nurturing. Children demonstrate good levels of enthusiasm and motivation for their learning. Children are well behaved and show care for each other. They understand about sharing toys and waiting for their turn. For example, during a focused activity, children patiently wait for their turn to plant sunflower seeds. Staff provide children with consistent praise and gentle reminders. This supports children's confidence and emotional well-being well. Children learn about differences and similarities in people in a range of ways. For example, they participate in activities throughout the year inspired by different religious festivals.

Staff help children to learn communication and language skills successfully. This includes children who speak English as an additional language and children with special educational needs and/or disabilities (SEND). For instance, staff work closely alongside parents and ask for keywords in their child's home languages. Staff provide children with good opportunities to explore using all their senses. For example, children learn about different textures of sand, soil and dough. Staff introduce vocabulary, such as 'squash' and 'squeeze', as they manipulate play dough.

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

- Leaders and staff have a clear understanding of how to plan an effective early years curriculum. They carry out regular observations and assessments of children's learning and development. Staff use this information to plan a broad range of interesting and challenging activities. Consequently, all children, including those for whom the nursery receives funding, make good progress from their starting points in learning.
- Staff's interactions with children are positive and encouraging. Children learn to count while playing with sea-life creatures and small-world vehicles. They enjoy making marks and painting with large brushes, which helps to reinforce their early writing skills. Children develop a wide range of skills and knowledge to prepare them for school.
- Toddlers enjoy taking part in dance, singing songs and listening to stories. Older children happily role play and pretend to cook meals and serve them to their friends. However, staff do not always ensure that children are fully engaged in their child-initiated activities. Subsequently, some children quickly lose interest and move from one activity to the next.
- There are good opportunities for children to develop their physical skills, such as riding on wheeled toys, learning to balance, run and jump safely. Staff play alongside children throwing and catching a ball in the nursery's outdoor area.

- Staff teach children the benefits of washing their hands during routine activities. Children learn about the importance of eating fruits and vegetables and drinking plenty of water. Children learn to be independent from an early age. For example, they help to set up snacks and proudly hang up their coats and bags on their pegs.
- Staff work closely in partnership with other professionals, local schools and specialist teachers to ensure that children's individual needs are fully met. This helps to support continuity of children's learning and development.
- The manager creates a positive and supportive work environment. She reflects on staff's practice through regular monitoring, daily discussions and in staff meetings. The manager ensures that staff access regular training to keep their knowledge and skills of early years up to date. Leaders and staff are experienced and meet regularly and evaluate their practice and provision.
- Parents speak highly of the friendly and caring staff. They comment on how eager their children are to attend and the good progress that they make. Parents are encouraged to support their children's learning in the home successfully. For example, staff provide parents with suggestions for games and activities that involve mathematics, exploring and problem-solving.
- Staff engage children in conversations about what they are doing in their play. They remind them about past activities, such as when children observed caterpillars change into butterflies. However, on some occasions, staff do not always provide children with enough time to respond and think through their ideas.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of their responsibility to keep children safe from harm. They are aware of the signs and symptoms that might indicate a child being at risk. Staff understand the procedures to take if they are concerned about a child's welfare. They teach children how to identify and manage simple risks effectively. For example, children learn how to walk up and down the nursery stairs safely. As a team, they ensure that the nursery is safe and secure. The manager also follows safer recruitment procedures and conducts ongoing suitability checks to ensure that everyone working in the nursery is suitable to do so.

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

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

- develop strategies to support children to focus on their child-initiated play activities and concentrate for longer periods
- provide children with more time and encouragement to respond to questions and to think through their ideas, to extend their learning even further.

## Setting details

<b>Unique reference number</b>	2624180
<b>Local authority</b>	Newham
<b>Inspection number</b>	10276005
<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>	2 to 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Sparkles Day Nursery Ltd
<b>Registered person unique reference number</b>	RP906061
<b>Telephone number</b>	02085527772
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sparkle Nursery registered in 2020 and is located in East Ham in the London Borough of Newham. The nursery is open during term time, from 9am to midday and from 12.30pm to 3.30pm on Monday to Friday. There are six staff. Of these, five hold an appropriate early years qualification at level 3 or above. The nursery receives funding to provide early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rubina Nijabat

## Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- 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 on children's learning.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.

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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