

# Inspection of Sparkling Minds Nursery & Pre-school

54 Linden Grove, London SE15 3LF

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Inspection date: 1 June 2023

<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 feel safe and secure in this welcoming nursery. They happily leave their parents and quickly become engaged in activities. For example, during messy play, children use tweezers to pick up small objects to place in their sorting tray. Pre-school children skilfully count how many pieces they have and identify the matching number. Children's behaviour is good. They show good manners and develop their understanding about what makes them unique. For instance, during circle time, children are eager to express how they are feeling. They proudly say, 'I'm happy' and 'I'm fine.' This builds on children's communication and language skills and helps them to recognise their feelings and those of their friends.

Overall, staff have high expectations of all children. Children are confident and independent. For example, they use mirrors to look at their faces when they blow their nose or wash their face after lunch. Children are curious and remain engaged in their play. For instance, toddlers show good levels of determination as they manage spray bottles filled with paint. Children talk about the different colours they mix together. Staff support children as they differentiate between different shades, such as dark and light green. This builds on children's learning well.

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

- Parents speak highly of the nursery. They say that their children develop good social skills. Parents feel well informed about their children's learning and progress through the online platform and daily handovers. The manager supports parents to be involved in their children's learning. For example, she prepares learning packs for children to take home. All children, including children who receive funded early education and children with special educational needs and/or disabilities, make good progress from their starting points.
- The manager is passionate about providing an environment which engages children in their learning. Staff support children in their play and plan a broad range of activities which children are eager to engage in. Older children are kind and play well alongside babies. However, staff do not always identify meaningful activities for babies to engage in, to fully enhance their learning.
- Staff comment that they feel supported in their role and professional development. They work with the manager to plan the inside and outside spaces to encourage children to be inquisitive. They provide rich opportunities for children to explore with their senses, using tactile and natural materials. Staff encourage children to share ideas and solve problems. For example, children mix cotton wool with paint and add different ingredients to make 'potions'. Staff skilfully introduce words such as 'absorb' as children explore cause and effect.
- Children behave well and develop a love of books and reading. Staff promote children's language and communication well. They constantly speak to babies

and narrate what is going on. Staff ask children meaningful questions to help broaden their vocabulary. For instance, children identify bugs and insects they find in the book. Children identify a honey bee and say that it is black and yellow. They develop a good understanding of the natural world.

- Children are developing a good understanding of what makes a healthy lifestyle. They skilfully build on their physical skills. Older children balance and climb on beams and balancing stones. Babies are supported to use the slide. Staff teach children about the importance of oral health. For example, children listen to stories about how to care for your teeth. They develop their fine motor skills as they pretend to put toothpaste on the toothbrushes and brush the babies' teeth. However, on occasions, during adult-led activities, staff do not give children enough time to lead their own play.
- Children eat home-cooked, healthy and nutritious meals. They enjoy their social interactions as they sit together at mealtimes. Children have opportunities to develop their independence skills. For example, they identify their place mats and pour their own drink from the jug. Babies eat well. They enjoy the sensory experience of feeding themselves. Children confidently serve their own food and identify the different vegetables.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge and understanding of the possible signs and symptoms of abuse. They are aware of how to report concerns about children's welfare. Staff know the correct reporting procedures to follow if there are any allegations regarding staff. They understand safeguarding issues, such as how to identify possible indicators when children may be exposed to extreme views and behaviours. The manager follows recruitment procedures to ensure that staff are suitable to work with children. Staff carry out risk assessments in the garden and inside areas to ensure that they are safe for 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 build on planning the curriculum for babies, to further extend their learning
- increase the time and the opportunities that children have to explore and lead their own play during adult-led activities.

## Setting details

<b>Unique reference number</b>	2636001
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10286014
<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>	0 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	19
<b>Name of registered person</b>	Victorious Ventura Ltd
<b>Registered person unique reference number</b>	2636002
<b>Telephone number</b>	0203 876 2793
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Sparkling Minds Nursery & Pre-school registered in April 2021 and is situated in the London Borough of Lewisham. The nursery operates from Tuesday to Friday, all year round. Sessions are from 8am to 6pm. The nursery employs four members of childcare staff. Of these, three hold early years qualifications from level 3 to 6. The manager has qualified teacher status. The nursery provides funded early years education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Angela Colman

## 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 manager and the inspector had a learning walk to discuss the early years curriculum and what they want children to learn.
- Discussions were held with staff, parents and children at appropriate times during the inspection.
- The inspector observed practice in all rooms and evaluated the quality of activities and daily routines together with the manager.
- The inspector looked at a sample of documents, including evidence of staff's training and suitability.
- The inspector carried out a joint observation with the manager to consider the quality of education.

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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