

# Inspection of Sparkies Nursery & Pre-School

St. Lukes Community Hall, 192 Ramsden Road, London SW12 8RQ

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Inspection date: 16 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 develop strong, nurturing relationships with staff at this warm and welcoming nursery. Children arrive at nursery and excitedly leave their parents to seek their friends, demonstrating that they feel safe in their surroundings. They are keen to explore the activities on offer. They have a positive attitude to learning and show high levels of enjoyment and curiosity. For example, staff use activities to develop children's small hand muscles as they enjoy painting and use tongs at snack time. This supports children's early writing skills. Staff have high expectations for all children. They regularly use books to enhance the curriculum, which is designed to meet children's individual needs and stimulate the interests of all children. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.

All children behave well, with emotional support from staff. They learn to understand how they are feeling, as well as their friends' feelings. Staff support children's emotional literacy very well. Children learn to be independent as they make choices in their play. They develop their physical skills. For example, they eagerly join in activities to develop their large muscles, balance and coordination as they run, climb equipment and chase each other. They are confident and motivated to learn and develop the skills needed for the next stage of their learning.

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

- The manager and staff are dedicated and experienced. They have a secure understanding of children's learning and development requirements. Staff know children's individual needs and interests very well. They carefully observe and assess what children have achieved and plan a range of interesting activities. The well-designed curriculum has a strong focus on supporting children's communication and language and personal, social and emotional development.
- Staff create an environment that is rich in spoken language. Older children are confident talkers, using a broad vocabulary to share stories, ask questions and discuss what they have learned. Younger children build on single words and increase their vocabulary as staff skilfully narrate and use effective questions to promote children's speaking and listening skills. Staff actively seek key words and phrases and engage in conversations in children's home languages to help them develop their language skills.
- Children are inquisitive and eager to learn. They confidently explore the environment and make choices about where they would like to play. They focus well on activities that they choose. Staff listen and respond to children's requests. This helps children to feel valued. However, at times, activities do not engage children enough to extend their learning, especially those planned for outdoor play. For example, children move from one activity to another, and staff

do not effectively interact to engage and challenge their learning even further.

- A strong focus is placed on children developing a love of books, as they form an integral part of the curriculum. Children enjoy hearing stories during focus activities and regular story times. However, staff do not organise group times as well as they could. For example, children find it difficult to concentrate during singing or circle time activities due to the group size and being in too close proximity to each other. Consequently, they lose interest. This does not build on children's listening and attention skills to support their next stage of learning.
- Staff introduce mathematical language into children's play and learning. Children enjoy building towers, like the Eiffel Tower, with large blocks, comparing the height to themselves and staff. Children count to check that columns are even and stable. They discuss how long and wide the structures are, testing how to join them. As a result, children become confident to use mathematical language in their play.
- Partnerships with parents are well established. Parents speak highly about the staff and managers. Staff share information with parents daily, which supports children's well-being, learning and development. Parents are actively involved in their children's learning and development.
- The manager has effective procedures to evaluate and improve the quality of teaching, such as regular opportunities for staff to access professional development. Staff also work well with other settings, such as feeder schools, to support continuity in children's learning.

## Safeguarding

The arrangements for safeguarding are effective.

The management team has rigorous procedures to check that all staff are suitable to work with children. The manager ensures that all staff are well trained in child protection and their knowledge is kept updated. Staff know who to speak to if they have concerns about a child or a colleague. As a team, they ensure that any hazards are minimised throughout the nursery. Adult-to-child ratios are well maintained, and staff are deployed appropriately, enabling them to supervise children. Staff encourage children to take risks in a safe way and to develop their ability to keep themselves safe as they climb apparatus in the garden.

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

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

- plan the outdoor curriculum even more effectively to ensure that all children have opportunities to extend their learning through engaging and challenging activities
- improve the organisation of group activities to help all children remain focused and engaged in their learning.

## Setting details

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| <b>Unique reference number</b>                     | 2691229                                |
| <b>Local authority</b>                             | Wandsworth                             |
| <b>Inspection number</b>                           | 10281996                               |
| <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> | 1 to 4                                 |
| <b>Total number of places</b>                      | 36                                     |
| <b>Number of children on roll</b>                  | 32                                     |
| <b>Name of registered person</b>                   | Youngstars Nurseries (Clapham) Limited |
| <b>Registered person unique reference number</b>   | 2691231                                |
| <b>Telephone number</b>                            | 07939 268861                           |
| <b>Date of previous inspection</b>                 | Not applicable                         |

## Information about this early years setting

Sparkies Nursery & Pre-school re-registered under new management in 2022. It operates from St Luke's Church community hall in Clapham, in the London Borough of Wandsworth. The nursery is open on Monday to Thursday from 8.30am until 3pm, and on Friday from 8.30am to 1pm, during term time only. There are six members of staff, most of whom hold appropriate qualifications, including the manager who has a level 6 qualification and early years professional status. The setting offers funded places for children aged three and four years.

## Information about this inspection

### Inspector

Tracey Murphy

## 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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 a joint observation of an emotions activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents and took account of their views of 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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