

Inspection of Little Sparkes Preschool

Winchmore Hill Sports Club, Firs Lane, London N21 3ER

Inspection date: 26 February 2025

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

What is it like to attend this early years setting?

The provision is good

Children are eager and excited to come into the pre-school. They ring the bell and knock on the door, calling to staff, 'let us in'. As the door is open children happily rush into the pre-school, enthusiastically greeted by staff. Children complete a transitional activity after hanging up their coats to help those that might struggle to separate as easily from parents and carers. For instance, children step over numbered balancing steps into the room. Staff develop an ambitious and broad curriculum that ensures children are engaged and find something of interest from the moment they step inside the pre-school. Children spend sustained amounts of time engrossed in activities.

The behaviour of children is good. Children develop friendships with their peers and play cooperatively together. They are polite and use 'please' and 'thank you' without prompt. Staff are positive facilitators of play and support children to take turns and share. Children are respectful of the environment and when they hear the tidy-up song, they immediately begin to help with putting resources away.

The support for children with special educational needs and/or disabilities (SEND) is good. Staff work in partnership with the early years team and parents to ensure children can access the additional support they need.

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

- Staff know children well. They accurately track children's development with regular observations. Next steps effectively target what children need to learn next. Children are well prepared for the next stage of their learning.
- The curriculum for communication and language is thoughtfully designed. Staff are skilful communicators. They narrate as children play, introducing new language and labelling objects. Staff ask children questions that help them to recall past events. Children who speak English as an additional language are well supported. Staff have key phrases in the home language of all children. Staff use this board frequently throughout the day to communicate with children. This helps children to feel secure and understand what is happening now and next.
- Children learn about the world around them. Staff teach children about cultural celebrations that are important to others. At present, children are learning about Ramadan. They share books, use blocks to build their own interpretation of a mosque and make Ramadan cards for their families. Staff talk to children about the symbolisation of the moon during Ramadan. Children listen intently and ask questions to show their understanding.
- Children develop a love of books. As staff act out the story '1,2,3, Let's do the Dinosaur' with children, they copy actions needed, such as swishing their tails and stomping their feet. Children loudly roar when instructed. At circle time,

children vote by putting their hands up on which book they would like to read. They chose 'I want my Dummy'. Children share their own experiences. For example, they share that Santa took their dummy at Christmas. Children are confident to speak in front of their peers, sharing their ideas and building high levels of self-esteem.

- Staff ensure children have access to a range of activities that widen their experiences. On a rotation, children enjoy extra-curricular activities of gymnastics, football, music and movement and dance. Children are super excited when the gymnastics teachers arrive. They show enthusiasm for the session as they follow instructions to complete physical tasks, such as jumping, rolling and performing roly polys.
- Staff have rules and boundaries in place that are displayed for children to see. Children begin to incorporate these rules into their play as they use gentle hands and kind words. However, sometimes, staff do not help children to understand why some rules are in place to keep them safe. For example, when they are running, children are told 'no running, walking feet' and 'careful' but not that if they continue, they may fall and hurt themselves.
- Partnerships with parents are excellent. Parents speak highly of the extremely nurturing environment staff provide for children. Parents compliment the communication they have with the staff team. They understand the goals children are working towards and how this can be further supported at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- consider how to further promote children's understanding of why certain processes are in place to keep them and others safe.

Setting details

Unique reference number	2692442
Local authority	Enfield
Inspection number	10372462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	33
Number of children on roll	18
Name of registered person	Deanna&Fiona Limited
Registered person unique reference number	2692441
Telephone number	07834705672
Date of previous inspection	Not applicable

Information about this early years setting

Little Sparkles Preschool registered in 2022. They are located in the London Borough of Enfield. The pre-school operates part-time sessions from 9am to 12pm and 12pm and 3pm. They also operate an all-day session from 9am to 3pm. The manager holds a suitable early year qualification at level 3. The pre-school offers the government funded places for childcare.

Information about this inspection

Inspector

Natalie O'Leary

Inspection activities

- 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 told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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