



Arolygiaeth Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru
His Majesty's Inspectorate for Education and Training in Wales

A report on

Sparkles Day Nursery

**Prince Charles Road
Caia Park
Wrexham
LL13 8TH**

Date of inspection: June 2023

by

Care Inspectorate Wales (CIW)

and

**Estyn, His Majesty's Inspectorate for Education and
Training in Wales**

About Sparkles Day Nursery

Name of setting	Sparkles Day Nursery
Category of care provided	Full Day Care
Registered person(s)	Caia Park Partnership Ltd
Responsible individual (if applicable)	Francis Hardman and Jonathan Stumpp
Person in charge	Andrea Hill and Jayne Wright
Number of places	76
Age range of children	0 – 12 years
Number of 3 and 4 year old children	16
Number of children who receive funding for early education	16
Opening days / times	Monday to Friday 08:00 – 18:00
Flying start service	Yes
Language of the setting	English
Is this setting implementing the Child Care Offer?	Yes
Welsh Language Active Offer	This service does not provide an 'Active Offer' of the Welsh language and does not demonstrate a significant effort to promoting the use of the Welsh language or culture.
Date of previous CIW inspection	29 June 2021
Date of previous Estyn inspection	June 2014
Dates of this inspection visit(s)	06/06/2023
Most children have English first language.	

Summary

Theme	Judgement
Well-being	Adequate
Learning (only applies to three and four year old children who do not receive education in a maintained setting)	Adequate
Care and development	Adequate
Teaching and assessment (only applies to three and four year old children who do not receive education in a maintained setting)	Good
Environment	Adequate
Leadership and management	Adequate

Non-compliance

We notified the provider that the setting was not compliant with the Regulations, a notice was not issued, but these are identified as areas for improvement, and the RP/RI must address these.

We identified serious non-compliance in relation to care and development and the environment and we have issued priority action notices to the provider.

Information on all non-compliance is included in the Action and Improvement Summary report, which will be sent separate to the report by CIW.

Recommendations

- R1 Improve children's communication and language skills
- R2 Ensure that practitioners meet the welfare and development needs of all children, including when additional needs are identified
- R3 Develop a more formal way of keeping parents appropriately informed about their child's progress
- R4 Deploy resources appropriately across the setting to improve provision for all children
- R5 Ensure that all noncompliance is addressed

What happens next

The setting will draw up an action plan that shows how it is going to address the recommendations.

Main findings

Well-being: Adequate

A majority of children have a voice and express their needs confidently. For example, a child with limited verbal skills made it known they would like to sing a rhyme again with a practitioner. Around half of children communicate effectively as they know they will be listened and responded to appropriately by practitioners. For example, children confidently ask for more dinner if they are hungry. Practitioners provide around half of children with a suitable range of activities they can access freely.

Many children enjoy their time at the setting and are settled and relaxed. Most arrive happy and separate well from their parents or guardians. A majority develop a good relationship with practitioners and feel they are respected and valued as they receive appropriate care and support.

Many children interact appropriately for their age and stage of development. Around half are familiar with the routines and can follow them effectively. For example, some children return resources when they finish playing with them. Around half of the children respect each other and the toys and resources. They use them appropriately and co-operate with others as they learn to share and take turns.

A majority of children enjoy elements of their play and learning. They are motivated to choose an activity or area of learning where they want to play. Around half of the children have access to appropriate opportunities to develop their imagination and creative skills. For example, a group of children enjoy pretending to make cakes with the sand and use a real cake tin and candles to make it into a birthday cake. Around half of children focus on an activity for an appropriate amount of time as they can follow their interests and enjoy the opportunities available. They have access to some organised and free play activities suitable for their development needs.

Around half of children have effective routines and procedures in place that support them to develop a range of skills and be independent. Some children help serve themselves and pour their own drinks at snack time and most have access to facilities such as toilets so they can use them independently. Many children are provided with sufficient support to encourage them to feed themselves.

Learning (only applies to three or four year old children who do not receive education in a maintained setting): Adequate

Overall, many children make satisfactory progress from their starting points. They engage well in their play and enjoy the activities provided. Many children make themselves understood by using single words and short phrases. They describe what they are doing by naming the toys they are playing with. A minority of children expresses themselves fluently using simple sentences. For example, children discuss the food they are making for the toys at tea-time in the home corner and talk about how their teddy likes spaghetti.

A few children show an interest in books in the reading nook. They can turn the pages and point at the illustrations. Most children enjoy books when listening to stories read by the practitioner. A majority of children listen well in discussion time and follow instructions carefully, for example when tidying up the toys or preparing snack. Around half the children join in with simple Welsh songs. However, very few children use Welsh during their play.

Many children's physical skills are developing well. They competently handle large pieces of guttering for outdoor water play and use the wooden ladders to help them to go up the climbing frames. A few children climb across the balance bars showing good balance and co-ordination. Most children develop good fine motor skills. Around half the children create individual pictures in the cut and stick area and a few can use scissors to make snips and cuts in paper. However, most children do not handle scissors effectively. Around half the children experiment with and enjoy mark-making using a variety of media. A few children understand some of the functions of writing and use note pads and pencils to make shopping lists and take orders for food.

A few children develop problem-solving skills well. For example, they work out how to pump water from the large water trough and funnel it through a pipe. A minority of children use mathematical language in their play. For example, they describe the dinosaurs in the small world play as short or long. A few children can name the colours of the remote-control cars but very few children recognise numbers or count. Many children enjoy being creative. For example, they make a boat with a cardboard box and decorate it with marks and scribbles.

Children freely access resources from the mark-making area to create a flag for their boat. Children are beginning to develop social and emotional skills and a majority co-operate well with each other in their play, however, a minority of children still need adult support for sharing toys and turn taking. Most of the children make choices about the resources they use. They enjoy pressing the springs and coils in the loose parts play. Most children are familiar with and confident in using technology in their play and everyday activities. The children use a visual timetable with voice recordings to follow the routines of the day. Many children can control a programmable toy to move it around the floor. They turn torches on and off and enjoy exploring the light on different surfaces. Children use handheld metal detectors appropriately to find treasure in the classroom.

Care and development: Adequate

Practitioners understand their responsibility and implement effective routines and procedures to ensure that children are safe. For example, they count children in and out of the forest area to ensure they are all accounted for. The setting's arrangements to safeguard children meet requirements and give no cause for concern. Practitioners complete appropriate accident and incident forms and these are signed by parents to evidence they have been shared. Practitioners conduct regular fire drills with children to make sure that they are aware of what to do in the event of an emergency. Registers are completed to ensure that a record is kept of children's and practitioners' attendance. However, these are not clear and do not show which practitioners are responsible for caring for which children.

Most practitioners provide appropriate care that supports children to be healthy. The setting provides nutritious food and most children have free access to water to ensure they remain hydrated. Nappy changing procedures are in line with current infection control guidance and most practitioners ensure that hand washing is embedded in practice and routine. Many practitioners provide suitable and regular opportunities for children to be active and get fresh air. For example, they plan times to be outdoors and provide suitable activities that encourage children to be physical.

A majority of practitioners interact well with the children, modelling good behaviour and sharing expectations. They communicate effectively with the children during their play and encourage sociable interactions. A majority of practitioners work in line with the settings behaviour policy. They are consistent in their approach to ensuring that children fully understand the realistic boundaries. For example, a practitioner uses age-appropriate language with a child to encourage them to share.

Practitioners know the children well and around half engage appropriately to support their development. A minority complete appropriate planning and tracking that supports children to progress and develop their skills effectively as their next steps are identified. However, this is not consistent across all age ranges to ensure that children's development is monitored appropriately. The setting has some satisfactory procedures to support children with additional needs, such as using sign language to support their understanding. However, practitioners are not always consistent in implementing this. A minority of practitioners provide a suitable range of exciting and inspiring activities. However, this is not available for all children and some do not have access to developmental activities that support their physical, emotional, social or intellectual needs. This is impacting on children's care and development needs and we have therefore issued a priority action notice. The responsible individual must take immediate action to address the issue.

Teaching and assessment (only applies to three or four year old children who do not receive education in a maintained setting): Good

Practitioners have high expectations of all children and, as a result, children are beginning to learn how to relate to others and take responsibility for their actions. Practitioners interact very well with children and know when to intervene appropriately in their play and when to stand back and observe. Practitioners are excellent role models for language and provide new vocabulary and phrases to support the children's language development.

Practitioners have up-to-date knowledge of child development and understand how to support all children, including those with additional learning needs. Children with additional learning needs have useful plans and clear targets for improvement. Practitioners reflect on and adapt their curriculum suitably and are beginning to take account of the principles of the Curriculum for Wales. Practitioners are beginning to develop activities based on children's interests. For example, children were offered real cakes to decorate after they showed an interest in making cakes in the dough and sand play. Overall, the setting's systems for planning are good and they plan effectively for skill progression.

Practitioners know the children well and record, monitor and report progress in individual profiles. They identify suitable future activities based on the children's previous learning. However, systems to inform the parents/carers about what their children are learning are not thoroughly established. The setting is suitably equipped to develop most children's skills. There is a wide range of resources to develop literacy, ICT and numeracy skills. Staff value the children's creativity and encourage children to express themselves using a range of resources.

Practitioners foster values such as honesty, fairness and respect, and promote principles that help children to distinguish right from wrong. There is an outdoor area with good resources, which gives children regular opportunities to explore nature and learn about the insects and small animals that live there. For example, they collect snails and make them beds from leaves and twigs. There are regular visits from an external provider to support outdoor learning and the children have many opportunities to become involved in exciting activities. For example, the children build campfires and cook apples. This encourages the children to be aware of and manage risk in a supported situation. Classroom resources include positive images of diversity, including disability and culture. The setting uses celebrations and special occasions well to introduce some of the traditional foods and artefacts from across the world.

Environment: Adequate

The environment is safe and secure with regular risk assessments conducted to ensure that hazards are managed appropriately. Suitable processes are in place to ensure the safety of the environment, including fire safety checks and daily checks on the environment. Many areas are clean and well maintained. However, some rooms used by the children need some redecoration to make them more inviting.

The majority of the environment provides sufficient space for children to play and learn safely. Most areas are used appropriately to promote children's skills development. The organisation and layout of around half of the rooms are suitable for the age range of the children using them. However, this is not consistent for all children attending. The toddler and preschool rooms did not provide a suitable space. The environment has suitably sized furniture including tables and chairs to allow children to be independent and comfortable. Toilet and handwashing facilities are accessible to children so that they can access them independently if they are able to. The outdoor spaces are inviting and inspiring spaces where children can be active and inspired to play and learn in an exciting environment. The forest area gives children a range of experiences where they can develop physical skills, learn about the world around them and problem solve.

The setting has equipped around half of the rooms with a suitable range of toys and resources, which are of a good quality. These rooms have inspiring activities available including natural materials such as sand and water and real-life items that enhance the children's learning experiences. The setting has equipped these rooms with areas of learning that inspire children to want to play and learn. However, this is not consistent across the setting. Some rooms have very limited, or no, areas of learning or natural materials the children can access independently. This is impacting

on children's experiences and access to resources that promote their play and learning and we have therefore issued a priority action notice. The responsible individual must take immediate action to address the issue.

Leadership and management: Adequate

The setting has a clear statement of purpose to inform parents/carers of what it has to offer, and the setting managers ensure that a range of relevant policies and procedures are in place. Practitioners have relevant and appropriate qualifications and experience of working with young children. The early education practitioners show a commitment to continuing professional development and frequently access the training offered by the local authority advisory team and respond readily to their advice and support. This training focuses on key areas such as the new Curriculum for Wales and planning. This has a beneficial impact on outcomes for children. There is a positive ethos among early education staff. However, this is not the case in other rooms in the nursery. Setting leaders do not ensure that support, resources and equipment are provided to all rooms and, as a result, not all children are nurtured well in an inclusive and welcoming environment.

The early education staff have robust processes to evaluate practice, and all show a good awareness of the setting's strengths and areas for improvement. Room leaders have suitable procedures to appraise the performance of staff and carry out regular supervisory meetings with staff to check on their progress towards agreed targets. However, this is not reflected across the setting and many practitioners are not supported appropriately to deliver the best care possible. Available grants have been used to greatly improved the quality of the outdoor space but the allocation of resources is not distributed evenly across the whole setting and some environments do not provide appropriate resources to meet the needs of all children.

The setting is based within a local community partnership and leaders take advantage of this by drawing on external services to support the children and their families. There are good relationships with local schools and appropriate systems to support transition. For example, parents, school nursery teachers and children have a teddy bears' picnic. This helps children to build relationships and allows them to move onto the next stage of their education smoothly.

Copies of the report

Copies of this report are available from the setting and from CIW and Estyn's websites (<http://careinspectorate.wales>) (www.estyn.gov.wales)

CIW and Estyn evaluate a provider's effectiveness using a four-point judgement scale:

Excellent	Very strong, sustained performance and practice
Good	Many strengths and no important areas requiring significant improvement
Adequate	Strengths outweigh weaknesses but improvements are required
Poor	Important weaknesses outweigh strengths and significant improvements are required

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