

Inspection of Little Sparkles Nursery

Peel Hall Street, PRESTON PR1 6QQ

Inspection date:

8 September 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive in this vibrant and inclusive nursery. From the moment they arrive, they are warmly welcomed by leaders and staff who develop excellent relationships with families. Children develop a strong sense of belonging, settle quickly and are eager to explore.

Leaders and staff model exceptional calm and respectful behaviour, setting clear expectations that ensure every child feels valued. When children become upset, staff offer reassurance and use effective distraction techniques, such as outdoor play or blowing bubbles. This supports children to quickly regulate and re-engage. Children show exemplary behaviour. They take turns, share ideas and show patience and kindness in play. During group activities, they celebrate each other's achievements and demonstrate empathy and respect. Therefore, children prosper socially and emotionally, showing empathy and respect for others.

Leaders set very high aspirations for every child. The curriculum is ambitious and carefully sequenced, with a strong focus on communication and language. Staff are trained to model vocabulary, use repetition and give children thinking time, enabling children to master essential skills at their own pace. Children initiate conversations with confidence, sharing their ideas and stories with enthusiasm. For example, in the construction area, children point to pictures of local shops, sparking conversations about their home lives. This ensures children leave as articulate communicators and are exceptionally well prepared for school.

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

- Communication and language are at the heart of the curriculum. Staff model vocabulary, repeat words and give children time to respond. Discussion prompts are used in all areas of provision, which sparks conversations that enhance children's language skills. These interactions help children become articulate communicators and foster critical thinking and social skills.
- Leaders and staff reflect on the diverse community they serve to ensure they facilitate real-world experiences. Curiosity boxes inspire conversations, and visits to local amenities and parks bring learning to life. In role play, children explore roles, such as gardening and hairdressing, that build physical development and help children learn about other cultures and communities. These experiences give children the skills and confidence they need for the future and their understanding of the world around them.
- Staff plan a wide range of meaningful experiences that capture children's curiosity and support a broad, balanced curriculum. Children are physically active in the outdoor area, climbing, exploring mud kitchens and using real vegetables to extend imaginative play. Children measure themselves with height charts and

explore capacity in water play. These experiences promote holistic development and ensure children are well prepared for their next stage of learning.

- Children show independence and pride in what they can do. Visual guides and routines in the bathroom help children to manage personal care with confidence. At mealtimes, children pour drinks and serve themselves. These experiences prepare children for smooth transitions into school.
- Children with special educational needs and/or disabilities (SEND) receive exemplary support. Staff work closely with other agencies and share strategies with families, ensuring consistency between home and nursery. The sensory room provides a calm space for children to regulate, enabling them to re-engage in learning. Children with SEND make excellent progress alongside their peers, developing the confidence, independence and language they need to thrive in school and beyond.
- Children are confident communicators. For example, children proudly share their creations, such as a play dough face, and eagerly explain their drawings of family members. These interactions reflect their self-assurance and the rich, language-focused environment created by staff.
- Leaders foster an open and inclusive culture, supported by regular training, supervision and team meetings. Staff development and well-being are prioritised, with innovative approaches such as an in-house training video used to share key updates and strengthen communication.
- Leaders set high expectations and model strong practice. They use a champion system to share expertise and support staff development. Regular 'walk and talk' reflections prioritise staff well-being and reduce workload. This enables staff to focus fully on children's learning and progress.
- Leaders ensure that additional funding is used to enhance resources and experiences to benefit all children. For example, a sensory room has been developed that provides valuable learning and calming opportunities. This means all children can explore, engage and develop their skills in a safe and supportive environment. This supports them to make progress in areas such as focus, sensory awareness and emotional regulation.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY415668
Local authority	Lancashire
Inspection number	10398892
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 4
Total number of places	160
Number of children on roll	109
Name of registered person	The Preston Muslim Society Quwwatul Islam Masjid Committee
Registered person unique reference number	RP905940
Telephone number	01772 460233
Date of previous inspection	13 November 2019

Information about this early years setting

Little Sparkles Nursery registered in 2010 and is located in Preston, Lancashire. The nursery employs 24 members of childcare staff. Of these, all hold appropriate early years qualifications, including the manager, who holds qualified teacher status. The nursery opens from Monday to Friday, during term time only. Main sessions are from 8.45am to 11.45am and 12pm to 3pm. The nursery provides funded early education.

Information about this inspection

Inspector

Leanne Roddy

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- Staff spoke to the inspector during the inspection.
- Staff spoke to the inspector about how they support children with SEND.
- 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 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 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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