



Bright Futures

Inspection report for early years provision

Unique Reference Number	EY341987
Inspection date	17 January 2007
Inspector	Shaheen Belai
Setting Address	Vicarage Lane Community Centre, Vicarage Lane, London, E15 4HG
Telephone number	07956 601491
E-mail	ssaibu@aol.com
Registered person	Bright Futures Kids Club Ltd
Type of inspection	Childcare
Type of care	Out of School care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Bright Futures is a private organisation. It is situated in the London borough of Newham in the Vicarage Lane Community Centre. It is close to local amenities. The setting at present only provides after-school care during term-time, Monday to Friday from 15:30 until 18:00. The provision will be run by a management committee. The group operates from the main hall where children play and have access to toilet facilities. In addition, there are storage facilities and a kitchen area. There is an enclosed outside play area. The setting is also registered to provide a crèche and out-of-school care, for breakfast club and holiday periods. All services are provided from Monday to Friday.

There are currently six children on roll aged from three to under eight years. There are five staff employed by the setting, four of these work directly with the children. All staff hold an appropriate early years qualification. The setting has the use of a minibus and a driver to assist staff in collecting children from local schools; West Ham primary, Maryland primary and St. Francis primary schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and warm environment. An established routine is in place to promote children's understanding of good hygiene practices. For example, children happily wash their hands independently, less confident children are supported by staff to allow for them to complete the task. Children's health is well maintained because staff implement good hygiene practices to ensure the risk of cross contamination is minimised. For example, three staff members are trained in current food hygiene practice. All staff are trained in current first aid practice. This enables them to deal with accidents, ensuring children remain healthy. Parents are kept notified of accidents which occur and have procedures in place to gain consent in regards to medication and emergency treatment. However, the recording of accidents is not detailed enough to ensure the welfare of children's health or to risk assess the incident. This impacts on children's overall safety and well being.

Children are learning healthy eating habits because staff provide meals that are nutritious and balanced. A varied menu is provided that reflects the individual needs of the children. For example, children are offered with healthy alternatives due to their health or religious requirements. Children are provided with additional helpings if they require, this addresses their personal health needs. Children have access to regular drinking water throughout the session, this encourages children to think about the effects of water on their bodies.

Children have regular opportunities to access fresh air and develop their physical skills. Their development is supported through the use of the outdoor play area, visits to the local park and the use of a range of resources within the setting. Children use tools and equipment with adult support, for example, the computer mouse and a variety of tools for creative play, to enable the progress of fine motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a well organised layout of the environment, which allows them to move safely and freely around the setting. Children's work is displayed and a parent notice area is arranged. This contributes to the setting providing a feeling of welcoming and belonging. Space is planned to allow for quiet play, creative play and physical play. This allows children to access areas reflecting their personal needs and interests. Children move freely and in comfort around the setting, as space and activities are organised effectively. Children use a wide range of good quality toys and resources, which are appropriate for the ages and stages of development.

Children play in an environment and access resources which have undergone regular risk assessments by staff, this reduces risks posed to children. A record of visitors is maintained to monitor the movements of visitors to the setting, this contributes to children's safety. The setting has the use of a minibus and a named driver to transport children. The setting staff escort the children from the schools to the vehicle. This ensures children are accompanied by a named adult and correct ratios are met.

Staff are aware of the setting's child protection policy and understand the procedures to follow if they have any concerns. This supports children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the setting. They arrive at the setting chatty, happy and with enthusiasm. They are greeted warmly by staff, who settle them into the activities. They settle into the established routine which enables them to make good progress in their personal and social development. Children have developed positive relationships with both peers and staff, and this is evident as they play in small groups and negotiate turn taking skilfully. Resources are arranged to allow for children to make some additional choices and extend their activities, for example, selecting additional drawing materials or creating art work using their own ideas. This encourages the development of independence and the development of new interests.

Children are cared for and supported by caring staff, with whom they have developed positive relationships. They receive good adult attention, who listen to their experiences and provide guidance in completing tasks. This allows staff to monitor the children's interests and development. Children take part in both adult led activities and self initiated play. This allows for children to play at their own pace or receive appropriate attention, for example, as they are supported in completing their homework.

Helping children make a positive contribution

The provision is good.

All children are welcomed and included in the setting. Children become aware of their own and each other's needs through group discussions and themed activities. This contributes to children developing a good sense of belonging to the group. Staff have a positive approach in providing an inclusive environment for children with disabilities and learning difficulties. For example, they will seek relevant information from parents in regards to a child's condition and plan play activities that are accessible to all. This allows for all children to reach their full potential.

Staff are skilled in making expectations of behaviour clear. They provide clear explanations for any unacceptable behaviour and check out children's understanding. For example, children running are questioned as to why they are stopped and the implications. This enables children to recognise right from wrong. Children contribute to developing the ground rules of behaviour expectations and are included in the reward system for good behaviour. This allows for them to take some responsibility for their actions and receive recognition for their good behaviour. Consequently, children's behaviour is very good and they play well together.

Parents are given appropriate information in the form of policies and procedures. The parent notice board keeps them updated of ongoing matters. Staff have a professional yet friendly approach with parents, with whom they exchange information on a daily basis. This allows both sets of carers to be kept informed of relevant matters and share information about their child's well being. Parents expressed their satisfaction of the service and how their children come away with positive learning experiences.

Organisation

The organisation is satisfactory.

Children benefit from being cared for by qualified and experienced staff. This enables staff to meet children's needs appropriately. The organisation of the setting is very effective and therefore children benefit from an organised care and play environment. Children are settled, comfortable and confident in play. Staff members work very well as individuals and as a team. They are confident in their roles and use their initiative to be effectively deployed to address the needs of the children. This enhances the care and learning of the children.

Information kept about children is relevant and helps to promote their welfare. All required documentation which contributes to children's health, safety and well being are in place. However, not all staff records are accessible within the setting to allow for verification. For example, details of suitability checks. This impacts on ensuring the suitability of staff. The provision's policies and procedures work well in practice to keep children healthy and safeguard their welfare. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the recording of accidents is thorough; this includes children's full details, details of the staff who witness and administer first aid.
- maintain details of staff records within the setting; this includes details of staff qualifications, drivers details, vehicle details and details of staff CRB disclosures.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk