

# Sparklers Child Care Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	955551
<b>Inspection date</b>	25 September 2007
<b>Inspector</b>	Sheila Collins
<b>Setting Address</b>	Basildon Church of England Primary School, Upper Basildon, Reading, Berkshire, RG8 9NZ
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<b>Registered person</b>	Sparklers Child Care Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Sessional care

## 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](http://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?

Sparklers Pre-School opened in 2001. It operates from and uses indoor and outdoor facilities of the nursery room and school of Basildon Church of England Primary school located in the rural village of Upper Basildon in Berkshire.

A maximum of 24 children aged between two and five years may attend the pre-school at any one time. The pre-school is open each weekday from 11.45 to 14.45 during school terms.

There are currently 23 children aged from two to under five on roll. The pre-school supports children with learning difficulties.

The pre-school does not provide funded early education for three and four year olds.

The pre-school is run by a committee who employ three members of staff. Of these, two hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is outstanding.

The children's good health is promoted effectively by staff who have a very good knowledge of the procedures to follow. The older children are independent in their personal care skills and have a clear understanding of why they need to wash their hands. The staff support the younger less confident children discreetly. The staff are aware of each child's individual health and dietary needs. A member of staff with a current first aid certificate is on duty at each session and any minor accidents are dealt with appropriately with children receiving reassurance and comfort until they are ready to return to their play.

Parents can choose whether their child has a dinner cooked at the school or can provide a packed lunch. The school menu is displayed for parents who then make an informed choice for their child. The children all go through to the dining hall before the rest of the school which gives them an opportunity to get settled before the older children arrive. Those who have cooked meals queue at the hatch to await their turn with their trays and when the main course has been served are able to self select their puddings, with several children choosing the fruit option. The children confidently carry their trays back to the tables. The children having packed lunches know the rules in place and when they have emptied their lunch bags these are placed on the floor, so ensuring sufficient space for all to eat easily. Staff sit with the children and use this time to chat with them, catching up on the news and asking what the children would like out in the afternoon which makes mealtimes an excellent social time.

The children can access drinks of water easily from the cooler in the playroom and at snack time have the option of juice or water. They play an active part in snack time, buttering their own crackers and pouring their own drinks, with older more able children assisting the younger ones. They also wipe their own area of the table when all the children have finished.

The children have excellent opportunities to develop their physical skills both in and out of doors. The children benefit from the free flow area outside the playroom door. This enables them to play outside each day in the fresh air if they choose. There is equipment and apparatus to challenge them physically and they take part in a very good variety of activities to practice their fine motor skills, for example when painting, using the play dough and writing.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

The children are cared for in an environment that is welcoming. They know the rules which are in place for their safety, such as not running indoors. The children remind each other of the rules for example not throwing the sand and show concern for their friends reminding each other not to bump their heads when coming out from their den under the table. Staff are extremely vigilant to ensure all aspects of the children's safety. They undertake daily checks, both inside and out and regular risk assessments to ensure that the children can play freely and safely. The staff and children take part in evacuation drills and staff record the date of these in the fire log.

Children benefit from a good wide range of resources, which promote all areas of their development. They self select from items during free play time from lower levels of the shelving unit or use the toys already out in the room. They play an active part in keeping the room safe,

for example, taking part in tidy up time. The overall layout of the playroom allows the children freedom to play safely and they move freely between the outside and inside areas.

Staff are very well deployed in all areas ensuring the children are protected and safe at all times. Staff have an excellent working knowledge of safeguarding the children, which further ensures the children's welfare. All the required procedures and documents are in place and routes of referral are known.

### **Helping children achieve well and enjoy what they do**

The provision is good.

The children separate from their parents and carers with confidence and enter the pre-school happily. The staff are on hand to support the younger, not so confident children. Staff welcome the children individually when they arrive, which makes them feel valued and important. The children who have been at the morning nursery session greet their friends as they come in.

The children are making friends and developing good relationships with each other and the staff. The children have fun and are fully occupied throughout the session taking part in an excellent range of activities. They are consulted about the activities to have out, for example choosing the cars and garage and the dolls house. The children can independently select the toys they wish to use, directing their own play. The staff allow them to play without constant supervision, but are on hand to support if needed.

The staff plan the sessions around a topic and advise parents of the topic so that they can help their child at home. The activities they plan for the children take into account all areas of development. They are well resourced and thought through, for example, beading rolling painting. The children are asked if they would like to do this activity but are not pressurised into taking part if they do not want to. The children who did the painting made discoveries about which beads made the different marks on the paper and when using different colours, for example red and yellow, were amazed to see that where they crossed the paint became orange.

The children take part in group activities, for example story time and rhyme time. They listen to well read stories and are encouraged to interact and join in. They enjoy rhyme time when they use puppets and objects to help with the rhymes, counting and using subtraction for example in monkey, frog and Smartie buns rhymes.

The children have excellent opportunities for role play, both in the home corner, outside with the bricks and in small world play. They enjoy playing with the dolls and looking after them, bringing their own experiences into their play, for example going shopping with baby. Some children choose to play under the table using it as a den; staff are aware and monitor the children but do not interfere in their play. The children enjoy constructing

and building with the bricks and make interesting patterns in the sand tray with the wheels of the cars.

The staff know the children well and are able to extend their play. They are fully aware of the stage each child is at. They make observations on the children which are passed to the nursery for inclusion in the children's records but have yet to implement a formal system for the younger children and those who do not attend the nursery sessions.

## **Helping children make a positive contribution**

The provision is outstanding.

The staff know the children very well and their individual needs. The children have a sense of belonging and are happy and settled. They are given time to say good bye to their parent or carer, with staff available to support as needed. The individual care and individual requirements of all children are taken into consideration during the sessions and the younger children are extremely well supported by the staff.

The children are becoming aware of the wider society through topics such as the Chinese New year when they sampled Chinese food and had the home corner as a restaurant. They see positive images of other lifestyles and people with different abilities in books, topics and projects are able to use a good variety of resources which promote equality and diversity, for example in small world play.

The children benefit from the basic routine which is in place which makes them feel secure. They cooperate and take turns, for example when playing with the cars and garage and in the sand. They help one another when putting on and taking off aprons, pouring drinks at snack time and generally show concern for others.

The children behave well and understand responsible behaviour. The staff allow the children to negotiate with one another and support them if necessary, if problems arise. The staff praise and encourage the children for their efforts and achievements throughout the sessions, which builds on their self esteem and confidence. The staff are consistent in their approach to the children which ensures that the children know where they stand.

Parents receive an introductory leaflet when they make first enquiries and then a comprehensive hand book, in which there is excellent information about the preschool and its ethos. Parents receive regular newsletters and notice boards provide parents with current and up to date information. Policies and procedures are available for parents. Parents spoken to are pleased with the pre-school and some see it as a stepping stone for their children into the full school day. Staff are available to talk with parents at the end of the session as parents arrive to collect their child and ensure that parents are well informed about the activities their child has undertaken.

## **Organisation**

The organisation is outstanding.

The setting meets the needs of the range of children for whom they provide. There is a clear recruitment procedure in place and checking process which ensures that staff are cleared to work with the children, so safeguarding their welfare. The staff deployment in the playroom and the outdoor play area is very good. They make effective use of the available space within both areas to provide the children with an excellent range of play opportunities. The staff are deployed extremely effectively to ensure that all the children receive good support.

All the required documentation is in place to promote the health and welfare of the children. The registration certificate is displayed so parents are aware of the conditions of operation. An effective registration system is in place and visitors are required to sign in and out. Parents receive a comprehensive handbook and there is a clear operational plan in place.

The staff work very well as a team and have good knowledge of their roles and responsibilities. They are committed to ongoing training to keep up to date with current practice, to enhance their skills and to maintain the high standards of care for the children.

### **Improvements since the last inspection**

At the last inspection the pre-school received three recommendations. These were to develop an operational plan for the pre-school; to ensure all accident records are signed by parents and information on parental wishes regarding first aid treatment are made available to staff and to review the child protection policy to include procedures to follow if an allegation is made against a member of staff, including informing Ofsted.

The pre-school has made very good progress in implementing these recommendations. A comprehensive operational plan is in place. All accident records are signed by parents with staff taking the time to explain how these happened and parents give written permission for staff to seek emergency medical advice or treatment. The child protection policy has been reviewed to include the procedures to follow if an allegation is made against a member of staff and this has been shared with parents.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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):

- devise and implement a system which ensures that development records are kept on all the children attending.

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](http://www.ofsted.gov.uk)