

# Bright Sparks Club

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY290626
<b>Inspection date</b>	06 February 2008
<b>Inspector</b>	Rachel Ayo
<b>Setting Address</b>	St. John's School Hall, St. Johns Road, Padiham, Burnley, Lancashire, BB12 7BN
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<b>Registered person</b>	Bright Sparks Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School 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?

Bright Sparks Club is privately owned and was registered in 2004. It operates from two rooms within St John's Primary School close to the centre of Padiham in Lancashire. A maximum of 24 children may attend the setting at any one time. The out of school club is open Monday to Friday from 08.00 to 09.00 and 15.15 to 18.00 term time only. There are two enclosed outdoor areas for access to outdoor play.

There are currently 40 children aged from three to 11 years on roll. The setting serves the children who attend the school.

There are six staff members working directly with the children on a part time or full time basis. This includes the registered providers who are also joint managers. There are five staff who hold an appropriate early years qualification. The setting is a member of 4Children.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children effectively learn to understand simple good health and hygiene practices. The setting takes part in the 'Smile For Life' accreditation scheme and staff plan a good range of topics in line with this. For example, following a visit from a dental hygienist children painted different pictures such as teeth. Children wash their hands before they eat and enthusiastically join in with singing the 'wash your hands, make them squeaky clean' song. Children clearly know that they wash their hands to minimise germs that make them ill.

Children are suitably protected from infection because staff implement suitable health policies and procedures. For example, they wash their hands before preparing and serving food to children and areas where food is prepared are cleaned down beforehand with an anti-bacterial solution. Separate drying arrangements are in place and children use anti-bacterial hand wash. Accident and illness procedures are implemented appropriately to promote children's welfare.

Children are helped to be well nourished. They are offered a substantial tea or alternatively, if they are having tea at home, they may be offered something lighter. A four week menu reflects a good variety of meals and children clearly enjoy the pasta and sauce as they ask for second helpings. Staff plan a range of topics to help children learn about healthy eating and living. For example, they create pictures of fruit with mark-making materials to support the display entitled, 'At Bright Sparks we eat fresh fruit everyday as part of the five-a-day scheme'. Jugs of water and cups are readily available during the session as a sign reminds children to help themselves to water.

Children benefit from a broad range of physical activity and have received a good practice certificate to confirm how well the setting promotes this area of the 'Healthy Schools' programme. Children access the outdoor areas daily, weather permitting, benefiting from fresh air and exercise. Indoors, children show competence in using a range of small equipment such as hoops, bats and balls. Children clearly enjoy skipping as they line up and excitedly prepare themselves to jump in as the rope is turning; some do so competently and children who are not so confident are given encouragement to try this challenging physical skill. The setting is also part of the out of school's football scheme and multi-skills programme and take part in cheerleading sessions.

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

The provision is satisfactory.

Children are cared for in an adequately welcoming environment where space is organised satisfactorily overall to meet the needs of the children. Children use the main school hall for general activities and have access to the school's computer suite. Overall, a suitable range of equipment is provided which is appropriate for the ages and individual development needs of the children.

Children are helped to stay safe because risks are satisfactorily identified and made safe. For example, parents' access is monitored through the use of a door bell as they arrive to collect their children. Children are safely escorted to the school hall from their school room or the nursery and to and from the computer suite. All required safety documentation is maintained

to additionally support children's welfare, such as a record of visitors, fire drills and policies with regards to lost or missing children.

Children are safeguarded because staff have a suitable understanding of child protection. The designated person has attended up-to-date training and is aware of a number of possible signs or symptoms of abuse or neglect. She is fully aware that any concerns must be passed on promptly to promote children's welfare.

Children effectively learn how to keep themselves safe through well-planned topics. For example, they learn about road safety, stranger danger and personal safety, which extends to the use of the internet. Staff remind children about safe practice such as putting the dressing up clothes back in the box after use and keeping removed shoes out of the way. This helps to minimise accidental injuries such as tripping over. Children are clearly aware of safety rules. For example, they tell the inspector that they must not go beyond the cones which restrict access to the far end of the hall where school equipment is set out. Children adhere to this safety rule as they approach staff if their ball has gone into this area.

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

The provision is good.

Children settle well and present as happy in the setting. They are involved in a generally broad range of effectively planned activities, linked to topics and seasons, and play opportunities which are highly appropriate to their ages and interests. For example, children clearly enjoy making rice crispy buns as they all take turns to stir the mixture, and show good creativity as they use a variety of materials to create the Chinese dragon faces. Children use their imagination as they dress up in police outfits in the role play police station. Although children show good levels of interest in the provision, the range of general resources set out does not effectively enable children to have as much choice as possible. Children are fully encouraged to contribute ideas and are consulted about a range of issues. This helps them to take ownership of their out of school club and feel a sense of belonging.

Children relate well to others as they link up with their peers in a range of situations. They engage in amusing role play, cooperate as they share collage materials and older children help their younger peers, for example, to set up a computer game. Children respond well to staff who show good levels of interest in what they do and say and support their learning. For example, staff sit down and explain the purpose of the Chinese dragon collage activity, talk to children about what they have been doing at school during snack time and help younger children to dress up.

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

The provision is good.

All children are valued and included because staff work in close partnership with their parents to meet their individual needs. Good information is given to parents before placement through the welcome brochure, notices and displays, and newsletters provide parents with regular updates. Records are maintained for all children and staff ensure that these contain information to enable appropriate care, such as health or dietary needs. Regular exchange of information is maintained through informal chats before or after sessions and parents are invited to the yearly talent show.

Staff demonstrate good anti-bias practice as they encourage all children to take part in the different activities. For example, both boys and girls enthusiastically take part in skipping, playing football and dressing up. Children benefit from a good range of activities which help them value diversity, although resources to support this are limited. Staff celebrate a range of festivals to help children learn about the cultures and beliefs of others, for example, as they make lanterns and dragons for Chinese New Year.

Children behave extremely well because staff implement effective practice to help them learn about appropriate expectations for their behaviour within the setting. For example, all children have taken part in devising the 'golden rules' for the setting which include ideas such as being kind and sensible and telling a teacher if they are unhappy about anything. Children develop a sense of responsibility as monitors are appointed each term, for example, for the cloakroom or computer suite.

The ethos of the setting is to promote positive behaviour, which promotes children's self-esteem and confidence. Staff celebrate achievements through verbal praise and a small prize is offered at the end of the week, such as a notebook and pencil, through the book of stars initiative. All children are encouraged to take part in the yearly talent show and all skills are valued regardless of what these may be.

## **Organisation**

The organisation is good.

Children clearly enjoy their time at the setting and are able to take an active part in the provision to help them develop a sense of belonging. Children receive good levels of attention and support, and staff organise the sessions well overall to ensure that children take part in a broad range of interesting and purposeful play opportunities both indoors and outdoors.

Generally effective recruitment and vetting procedures ensure that children are protected and cared for by staff with knowledge and understanding of child development. For example, staff are well qualified and some are currently gaining a higher level qualification, which benefits outcomes for children. A detailed induction and information booklet is provided for new staff to ensure that they are fully aware of their roles and responsibilities and the setting's policies and procedures. Yearly appraisals ensure that staff performance is monitored and staff are supported in their development through action plans for training. This demonstrates the setting's commitment to continual improvement. Regular management and team meetings ensure a consistent approach and continual review of the practice.

A generally good range of policies and procedures has been devised, such as behaviour management, and most are kept up-to-date and work well in practice to promote positive outcomes for children. However, the recruitment policy and child protection statement have not been updated to reflect changes in requirements. Most documentation is in place, although a complaints log has not been devised. Record keeping systems are generally used well to promote the efficient and safe management of the setting, to promote children's well-being and to meet individual needs.

Overall, the provision meets the needs of the range of the children for whom it provides.

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

At the last inspection a number of recommendations were raised in relation to documentation, safety, equipment and organisation of activities.

Safety is enhanced because children do not have access to the kitchen. Suitable equipment has been purchased to enable children to relax or play quietly, which enhances their physical environment. Staff ensure that all children take part in planned activities, which enhances their enjoyment and achievement. The efficient and safe management of the setting has been enhanced through policies being devised for lost and uncollected children and complaints and through suitable records being maintained of accidents.

### **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 log of all 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):

- extend the range of resources which are freely accessible to children, including those which help them learn about diversity
- review and update policies and procedures with regards to child protection and recruitment and devise a complaints log.

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)