

Bright Futures

Inspection report for early years provision

Unique reference number EY292816
Inspection date 17/10/2008
Inspector Amanda Gill

Setting address John Perry School, Charles Road, Dagenham, Essex, RM10 8UR

Telephone number 0208 270 4622

Email

Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bright Futures Out of School care was registered in August 2004 and is one of a chain of clubs managed by Bright Futures Kids Clubs Ltd. It operates from the main hall in John Perry Primary School which is within a residential area of the London borough of Barking & Dagenham. Children have access to the school toilet block and can play in the grounds of the primary school under supervision.

The club is open each weekday from 07.30 to 08.55 and from 15.05 to 18.00 during term time only at present. The setting is registered to care for 24 children aged under eight years old and of these eight can be in the early years age range. There are currently 18 children on roll who attend for various sessions. Only children attending John Perry School are cared for. Twelve children were present at the time of inspection and four of these were of the early years age range. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are three members of staff employed to work directly with the children and they all hold appropriate qualifications in early years and education. The setting is aware that support is available from the Early Years Development and Childcare Partnership (EYDCP).

Overall effectiveness of the early years provision

Bright Futures provides consistent care to meet the needs of all children in the Early Years Foundation Stage. There are appropriate links with parents and carers which underpin the understanding that the setting has of each child as an individual. All children engage in activities and have equal access to the range of play activities, equipment and resources. Children's welfare is well promoted with good organisation for risk assessment and staff have a good knowledge of safeguarding children and policies and procedures are fully reflected in practice. The owner is very aware of the strengths and areas for improvement within the setting and discussed these during inspection feedback. She is constantly working with the staff to strive to improve the experiences on offer for children who attend the club, including the implementation of the Early Years Foundation Stage. The setting have made improvements since the last inspection and children are provided with appropriate bathroom facilities that they have access to at all times.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve systems to monitor evacuation of fire drills and record details in a log book
- build on current links with different settings to ensure a coherence of learning and development for all children in the Early Years Foundation Stage
- develop systems to monitor ongoing observational assessments to improve planning for each child's continuing development and for their next steps

The leadership and management of the early years provision

The provider has ensured that all necessary procedures and policies are in place so that the setting is managed efficiently, safely and meets the needs of all children. Effective safeguarding policies ensure that children are well protected; for example, staff are carefully assessed for their suitability and qualifications. Although, some policies need minor amendments to keep them up to date with current legislation.

Appropriate fire exits and fire equipment has been installed and is checked frequently. Children and staff have a good understanding of the procedures to follow in the event of a fire because fire drills are carried out termly however, staff do not record or evaluate the evacuation of the premises. Staff are effectively deployed in the setting for the safe running of the out of school provision. The manager ensures that any unqualified staff and students are not left alone with children, which ensures children are being safeguarded. Written risk assessments are in place which enables the setting to run smoothly and all staff are fully aware of safety checks and what they need to look out for to ensure children are kept safe.

The staff work well with the parents and carers of the children, valuing their contribution as partners in their children's learning. They work with other professionals in the local authority and liaise with the school daily to ensure that they meet the care needs of all the children. However, the current links with different settings do not provide a consistent approach to each child's learning and development within the Early Years Foundation Stage.

The quality and standards of the early years provision

Children are well supported by staff, who are skilled at encouraging them to extend their experiences and engage them well during their play. Children make choices from resources which are provided at their level and independently access what is on offer. Children confidently request specific resources that they wish to play with. Activities engage children's interest and offer them important social recreation time after the school day. Children enjoy their time at this setting and are happy and settled.

Children are provided with opportunities to help them make sound progress across all areas of learning and development. The daily planning is flexible, responding to the children's needs and ideas. Staff base their planning on what children enjoy and can do when they begin to attend Bright Futures. They gather information by talking with parents and with their classroom teachers at the primary school. The staff observe children as they play, they use these observations to complete their daily activity plans. Although, observations are not monitored when planning for each child's continuing development and progress of their next steps.

There is a strong emphasis on ensuring that practice is inclusive for all families. All

children and parents are encouraged to contribute to the daily activity plans as staff ask them for their ideas and opinions of what they would like and how activities can be developed. Parents are made to feel very welcome and are invited to meet with staff before using the out of school service which provides them with a valuable opportunity for their wishes and preferences to be agreed. The setting provides a liaison book for parents and teachers at the school to communicate via the out of school club.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Satisfactory
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

Since the last inspection there have been no complaints made to Ofsted.

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.