

Bright Sparks

Inspection report for early years provision

Unique reference number	953889
Inspection date	06/11/2008
Inspector	Ingrid Szczerban
Setting address	Bairstow Street, Allerton, Bradford, West Yorkshire, BD15 9JX
Telephone number	07971 479653
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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 Sparks Before and After School Club and Holiday Play Scheme were registered in 1998. It is a privately run limited company. It operates from a local Methodist Church community hall in the Allerton area of Bradford. The side entrance to the building is used; disabled access is available via the church door at the front of the building. The club serves the local community, predominantly children who attend Sandy Lane Primary School.

The setting is registered to care for a maximum of 32 children at any one time. There are currently 32 children on roll between the ages of 4 and 10. Children attend a variety of sessions. The club is open Monday to Friday from 7:30 to 8:45 and 15:15 to 17:45 hours and from 8:30 to 17:30, during school holidays. This provision is registered on the Early Years, compulsory and the voluntary Childcare Register.

There are 4 members of staff employed within the club. All staff hold an appropriate child care or play work qualifications, one has a degree in play work and another is working towards a degree. The club have participated in the quality assurance scheme, First Claim and they receive ongoing training support from the local authority.

Overall effectiveness of the early years provision

The setting is generally very effective in meeting the needs of children in the Early Years Foundation Stage. Good arrangements are made to enable each child to participate, feel valued and be fully included. There are some most effective systems in place for monitoring and evaluating the delivery of the service and for safeguarding children. The setting has good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improve knowledge and understanding of the EYFS

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure consistency in obtaining prior written consent from parents before administering any medication, on every occasion.

13/11/2008

The leadership and management of the early years provision

The leadership and management predominantly very good. There are some effective systems in place to monitor and evaluate the delivery of the service. All staff, parents and children are involved in the evaluation process and their views and ideas are used effectively to improve outcomes for children. For instance, the staff are proactive in seeking out new play ideas, such as exploring the four natural elements thus making learning great fun for children. The setting has fully implemented the recommendations from the last inspection to improve the safeguarding and welfare arrangements for children.

Staff have good relationships with parents and carers and they have good knowledge of the children and their families, as many older siblings of the children in the EYFS attend. The policies and procedures are displayed on the notice board, there is a welcome pack of information for parents and information is shared verbally through regular chats. Some links with other settings delivering the EYFS have been established. Staff communicate to parents relevant messages from school regarding their child and information received from parents about children's abilities before they start is recorded.

Effective recruitment and vetting procedures are employed to ensure that staff are suitable to work with children. Ongoing staff training is encouraged and staff meet regularly to evaluate, plan and discuss any improvements that could be made. There are suitable risk assessments in place and policies and procedures are predominantly followed in order that children's welfare needs are met. Effective security systems are in place to ensure that children are safeguarded. All visitors to the setting must ring a bell to be admitted and suitable arrangements are made to identify adults who are to collect children on the parent's behalf. Meticulous registers are kept of the arrival and departure times of children, staff and all visitors. Excellent arrangements are made to record the individual dietary requirements of children which are strictly adhered to in practice.

The quality and standards of the early years provision

Children in the Early Years Foundation Stage (EYFS) are helped to learn and develop well. The children are involved in the planning of activities which ensures that their individual interests are taken into account. On the whole, plans consistently cover the six areas of learning. However, not all staff have enough knowledge and understanding of the EYFS and the best ways that they can coordinate their provision with other settings offering the EYFS. High regard is given to children's independence; they select their own toys and resources, are very involved in decision-making, choose if they wish to play inside or outdoors and when they want to have their snack. As a result, the children are very confident and autonomous in the setting. They manage their own personal needs with minimum support from adults. Children understand the behavioural expectations of the setting because they are involved in making the rules and the staff provide exemplary role models, consistently treating each child fairly and with great respect. The children are well-behaved and polite.

Good opportunities are created to expand children's use of language and literacy through spontaneous role play. Mark-making materials are freely available. In the

home corner children make their own register to sign in and they joyfully repeat lines of poetry read by an older child who plays the 'teacher'. Children are excited to learn about the world around them and, during the school holidays, they love to go on trips. These include visits to; the airport, a bowling alley, nature trails, supermarkets and a zoo. Also during the holiday periods, visitors are invited into the setting. Through the 'First Claim' scheme the children have experienced exploration of the elements of fire, water, earth and air. Such play develops children's imaginations and deepens their understanding of the natural world. An additional benefit is the knowledge they gain about fire safety. During term time seasonal themes are followed and children learn about the seasons and celebrate a variety of religious festivals and customs. Thus they learn about each other's lives and learn to value diversity.

Children develop good stamina, coordination and awareness of the effects of exercise on their bodies. They climb and jump off a platform in the school playground as they wait for the older children to join them and choose to play in the outdoor play area where they run around and kick balls. They learn well about the benefits of active lifestyles during the holidays when 'healthy play' days are organised. Children's creativity is valued by staff who praise their art work when they paint multi-coloured sunrise pictures. This message is reinforced for children as they see their artwork prominently displayed on the walls.

Overall, the welfare of children is promoted very well. Children learn how to keep themselves safe. Regular fire drills are practised, and on outings, they wear wristbands with contact telephone numbers on and staff talk through all safety aspects with them. The individual dietary needs of children are given high-priority and records of all accidents are meticulously kept. However, prior written consent to give medication to children is not always obtained from parents. This is a breach of welfare requirements. Children learn about good and bad foods as they are often involved in its preparation. Their snacks include fresh fruit and vegetables and low-sugar drinks to keep them healthy. The premises are clean and well-maintained and good hygiene practices are encouraged to prevent the spread of any infections.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 that required the provider or Ofsted to take any action in order to meet the requirements of the Early Years Foundation Stage.

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.