

Bright Sparks Playgroup

Inspection report for early years provision

Unique reference number	102941
Inspection date	25/11/2008
Inspector	Ron Hall
Setting address	Breage School, Trewithick Road, Breage, Helston, Cornwall, TR13 9PZ
Telephone number	01326 573641 or 01326 563093
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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).

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 Playgroup has been registered for more than ten years. It is a committee run pre-school, operating from the main hall in Breage School, a rural village between the towns of Helston and Penzance, in Cornwall. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:10 until 12:00 during term times only. All children share access to a secure enclosed play area. There are currently 11 children from two to four years on roll. Of these nine children receive funding for nursery education. The pre-school serves surrounding towns and villages. The pre-school employs four staff. All staff have early years qualifications to NVQ Level 2 or 3, and are working towards further qualifications. All staff are suitably first aid trained. The setting receives support from an advisory teacher from the Local Authority Family Services and the Pre-school Learning Alliance (PLA). The provision is fully inclusive and has good access for those with disabilities. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Bright Sparks Playgroup is a good and improving provision providing a good range of opportunities within the Every Child Matters agenda and the Early Years Foundation Stage programme. The needs of the children are paramount and the curriculum is well matched to their requirements. There is good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop links with the primary school EYFS co-ordinator to enhance planning systems, children's profiles and curriculum links
- work with the school to create a covered outdoor area to allow outside provision in all weathers

The leadership and management of the early years provision

Leadership and management are good. There is a robust understanding of the strengths and weaknesses of the provision. Solid steps are being taken to make improvements and the new playgroup leader has a clear vision for the future. This vision is shared with staff and the management committee. This committee acts as a robust and positive 'critical friend' ensuring the provision meets the needs of the children. The leadership and management have effectively handled the recent move of premises and change of leadership and, whilst some disruption was inevitable, this was kept to a minimum. The new leader recognised that all the policies needed upgrading and is currently carrying out this task. It is too early to evaluate the impact of new documentation but the current signs are encouraging.

Both indoor and outdoor resources are in good condition and well suited to the differing ages and needs of the children. Staff are well aware of safeguarding issues and child protection procedures. All safeguarding procedures are fully in place, as are recruitment requirements. Staff are fully aware of the children's needs and plan accordingly, assessing their development and recording it effectively. Links with the school and other agencies to assist in the development of the children is good. However, the links with the school's EYFS co-ordinator need to be utilized further to enhance the provision's planning, curriculum and children's profile development.

Links with parents are good and those spoken to were pleased with their child's progress, the transition arrangements with the school and the relationships built between the staff and children. They knew of arrangements for emergency situations and what to do should they wish to complain. They felt that staff dealt with issues effectively and communicated with them on a daily and more formal half-termly basis.

The quality and standards of the early years provision

The quality and standards of the early years provision is good, meeting the children's welfare and educational needs effectively. The children enter the provision with skills expected for their ages and the provision's data shows that they make good progress leaving with skills slightly above age related expectations. All safety issues have been effectively improved and all children are safe and secure. Children are taught about safety issues and keep safety in mind when using outdoor and indoor equipment. All required logs (eg accident) are in place and completed to requirements.

The staff communicate with the children well and they develop the children's learning through a range of activities and by their direct interaction. Teaching and learning is good. Children enjoy physical activities and the outside area is used well to develop this. However, the provision needs to work closely with the school to develop a covered area so this can be used in all weathers.

The children clearly enjoy their time in the provision and enter the classroom positively settling within minutes to a range of well-planned and resourced activities. Staff ensured an effective handover with parents as well as assisting children to settle. Although targeted to specific learning areas the teaching ensured that all children covered all aspects of the EYFS curriculum, which was tightly linked to individualised planning.

Interaction with the children demonstrated confidence and good social skills. The children were polite at all times and co-operated with each other very positively. These skills give a good foundation for the children's future economic well being. Transition arrangements for the older children are good, and both the provision and school work well together to ensure a smooth and trouble free move.

The staff are well trained and the inclusion of a male member of staff gives an added positive role model for the children. They are generally well deployed and

work either directed or independently to ensure children are always maximising their education. There are good staff/child ratios.

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

There have been no complaints made to Ofsted since the last inspection.

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.