

# Bright Sparks @ Sibsey

Inspection report for early years provision

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| <b>Unique reference number</b> | EY359699   |
| <b>Inspection date</b>         | 07/07/2009   |
| <b>Inspector</b>               | Ann Taylor   |
| <b>Setting address</b>         | Sibsey Free School, Main Road, Sibsey, BOSTON,<br>Lincolnshire, PE22 0RR |
| <b>Telephone number</b>        | 01205 751506   |
| <b>Email</b>                   |  |
| <b>Type of setting</b>         | 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 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 @ Sibsey was registered in 2007. It is committee run and is situated in a rural village in Lincolnshire. It runs from purpose-built premises within the grounds of Sibsey Free School. The setting offers day care and before and after school care to children from the local community and surrounding areas. The pre-school opens Monday to Friday, term-time only. Hours are 09.00 to 11.30 and 12.30 to 15.00 with the option of staying for lunch. They are registered to care for 24 children aged from two to eight years. There are 53 children on roll. Access for those with restricted mobility is good. The setting is able to support children with learning difficulties and/or disabilities although there are currently none with a specific need attending. It is able to support children whose first language is not English. It is placed on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The 10 members of staff are highly qualified with most having NVQ Level 3 or similar. At the time of the inspection, the manager was on leave and the deputy manager was in overall charge.

## **Overall effectiveness of the early years provision**

This outstanding provision has children's welfare and learning needs at the heart of all it does. Staff are passionate about the importance of their work and take their roles as educators very seriously. They know each child very well and each child's individual needs and welfare are expertly catered for, thus everyone is given equal chances of success. Given the improvements that have taken place since the last inspection, and the management's continual evaluation of what is working well and what needs changing, plus their strong conviction in what they are doing, the pre-school has an excellent capacity to carry on improving.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- examine ways of further increasing the progress children make by grouping them, at times with an adult, according to age and ability

## **The leadership and management of the early years provision**

Bright Sparks @ Sibsey has the child at the heart of discovery and learning. This is why it is so successful. Staff feel the personal and social development of each child is vitally important and they consider children's happiness to be paramount. A quite recent shift to planning around a basic daily framework, using what the children have shown an interest in, is working especially well. Staff are pleased with this shift in emphasis, which allows them to make pink cakes for example, or bread in the shape of snails, because the children have asked about these. Staff have the confidence to try new ideas, but then to adapt them in order to make

them work better. This has happened with their assessment systems, which have been streamlined to make them more manageable. Having said this, staff are dedicated and thorough in their practice. As a result, they still find the management of the assessment data and keeping up to date with the All About Me books very time consuming and a challenge to fit in. Care of children is outstanding. The individual touches are the ones that make the difference, such as the child who is playing with the cars with a staff member, because he is too young to sit with others and listen. Staff are highly qualified and take full advantage of all the training opportunities provided, both through the local authority and within their own organisation. All necessary checks and clearances are in place and staff have a high level of awareness of how to keep children safe and secure. Health and safety systems are rigorous and scrupulously adhered to. Staff form strong bonds with the children for whom they have special responsibility (through the key worker system) and proudly talk about the progress individuals have made.

Relationships with parents are exceptionally strong and the 'Memories' booklets which parents use to record outings or notable happenings, provide an extremely useful point of contact with home. These are used to discuss with children where they have been or to build on a particular thing parents feel children do well, or need more help with. Parents are very supportive of the pre-school. There are excellent relationships with the school and children visit for story time from very early on. Pre-school staff share the actual story telling with the reception teacher. A purposeful two way dialogue about learning is well established, so that pre-school and school offer seamless provision. Arrangements for transition are extremely thorough, hence the move into school is made as easy as it can be. The headteacher of the school children transfer to, who makes the effort to get to know the pre-school children, speaks positively about the improvements he has noticed since the pre-school opened. The pre-school welcomes the advice from the local authority Birth to Five Adviser, but has the confidence to pursue its own course and, at times, go with what it believes in too.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time here because activities are exciting and learning is fun. Activities might include finding animals in jelly, discovering different ice shapes or simply playing in the mud and sticks with diggers. Children respond extremely well to activities of this kind. They are independent characters who can find their own names (some without the help of picture clues), register themselves and help themselves to fruit and a drink when they want to. The excellence of the home cooked vegetarian lunches, prepared before their very eyes, makes them into confident eaters who will try new dishes, such as courgette lasagne. Fussy eaters become more adventurous as a result. Children have a strong sense of belonging and contributing to a happy community. For example, they grow vegetables and herbs which are used in the cooking, and they learn to use their senses for example, by smelling the mint cooking in the new potatoes. Children's common sense for their own safe keeping is highly developed. They can explain the need to keep the white bar on the new playhouse, so they don't trap their fingers. Staff take every chance to ask children questions and take their learning

further, such as getting a child to look at the black clouds gathering, when he said he thought it was going to rain. Whilst there are currently no children with specific learning difficulties, staff are careful to keep a watching eye on children they have an early concern about. Records tell of success stories where they have helped individual children overcome significant difficulties. Assessments of children's progress is used exceptionally well in planning to take their learning on to the next stage. Staff are thoughtful and open minded when it comes to reviewing their practice. They are conscious of maximising children's learning, especially for the older and more able ones. As a result, they are debating if some children might learn at a faster pace if they were placed at certain times with an adult, in groups according to their ages and stages of development.

## 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

|   |   |
|---|---|
| <b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b> | 1 |
| How well does the provision promote inclusive practice?   | 1 |
| The capacity of the provision to maintain continuous improvement.   | 1 |

### Leadership and management

|   |   |
|---|---|
| <b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>          | 1 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 1 |
| How well does the setting work in partnership with parents and others?                            | 1 |
| How well are children safeguarded?  | 1 |

### Quality and standards

|   |   |
|---|---|
| <b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>  | 1 |
| <b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>       | 1 |
| How well are children helped to stay safe?  | 1 |
| How well are children helped to be healthy?   | 1 |
| How well are children helped to enjoy and achieve?  | 1 |
| How well are children helped to make a positive contribution?   | 1 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 1 |

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## **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