

Bright Sparks Childcare

Inspection report for early years provision

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Inspector Patricia Jane Daniels

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Type of setting Childcare on non-domestic premises

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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).

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.

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Description of the setting

Bright Sparks was registered in 2009 and provides a breakfast club and after school care. It operates from St Anne's Primary School in Chertsey and primarily provides care for pupils attending the school. The group is open from 8am to 9am and 3pm to 6pm daily, during term time. It is staffed according to the numbers of children attending, with a minimum of two staff present at any time. A total of four staff work at the group, two of whom have a level 3 qualification.

The group is registered to care for 24 children under eight years of age. Children aged from four to eleven years attend. There are currently six children attending within the Early Years age range. The group is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. At the time of the inspection there were no children within the Early Years age range present.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe environment and have good opportunities to relax and play before and after school. All children are supported and included in all activities. Children make progress in their development and their welfare is promoted. Partnerships with the school and parents are well developed to support children's care and development. Self-evaluation is used to assess practice and promote continuous improvement.

What steps need to be taken to improve provision further?

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

- improve the provision of freely chosen outdoor play
- improve ongoing observational assessment to inform planning for each child's continuing development through play-based activities.

The effectiveness of leadership and management of the early years provision

All required checks on staff are in place to ensure their suitability. New staff follow an induction to ensure that they are familiar with procedures and monthly meetings are held to discuss any training needs. Staff have a good understanding of the procedures to take if they have concerns about a child. Children are escorted to the after school club, which ensures that they arrive safely. The security of the premises is maintained to ensure that children cannot leave unattended and adults cannot gain entry. Children are collected from the club by known adults. All new children have an induction to learn about safety for themselves and how to respond to the fire alarm. These measures ensure that

children are effectively safeguarded.

The group is well organised and makes good use of its resources. The room provides a welcoming place for children to rest and play, with a range of activities presented. Children can access other activities and equipment easily and independently because items are stored in labelled boxes within reach for selection. Children can play in the playground or hall, but they are not always able to access these areas independently as they wish. Staff are deployed to support children's play and a key person system is in place.

The group works in partnership with the school to ensure that relevant information is shared and children's needs are met. This ensures continuity of care for children throughout the day. Parents are provided with a comprehensive prospectus, which includes an outline of the group's policies and procedures. A notice board displays additional information for parents, such as the daily menu and activities. Staff make time to have conversations with parents when they drop off their children at the breakfast club and collect them after school. Parents' and children's views are sought as part of the system of self-evaluation. The manager has considered these views and made changes to enhance the provision for the benefit of parents and children. She is developing the system of self-evaluation further to sustain good practice and identify areas for improvement in the future.

The quality and standards of the early years provision and outcomes for children

Resources and activities are planned to cover all areas of learning and development, with particular emphasis on enabling children to relax and have fun. Children are invited to make suggestions about planning and resources, so that their wishes are considered. These measures ensure that children can make choices about how they want to spend their time. New children are made to feel welcome from the start because staff understand their needs and preferences. Activities are provided to reflect this, which helps children to settle quickly and feel confident.

Some observations of activities and children are made and recorded by staff. This helps staff develop understanding of individual children's needs and ensures that all children are included. However, these observations are not always used to inform the activity plans.

Children are provided with healthy meals at breakfast and after school. They can help themselves to fruit and a drink of water at any time. All staff have first aid training, which ensures that children receive appropriate care if they have an accident. There is a suitable sick child policy in place to ensure that children who are unwell do not spread infection.

Children's behaviour is managed through a steps programme that reflects the school's policy. The children are encouraged to make up some rules, which help them consider appropriate behaviour and take responsibility. Children who do well are nominated for a special treat and children can nominate each other. In this

way, children's good behaviour is valued and they learn to appreciate the good behaviour of others.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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