

Bright Sparks After School Club

Inspection report for early years provision

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Inspector

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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 After School Club opened in 2009 and operates from Gillingham Primary School. It is situated in the centre of Gillingham. Children use the music room, a large school hall, the Information and Communication Technology (ICT) suite, and two classrooms adjacent to the ICT suite. Children have access to a secure enclosed outdoor play area.

The after-school club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children from four to under eight years may attend, all of whom may be in the early years age group. The setting will accept children up to the age of 11 years. At present, five children attend who are in the early years age range. Children predominantly come from Gillingham Primary School, although another provider will transport children from other schools in the local area. The after-school club supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The after-school club employs five members of staff, all of whom are qualified in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe and secure environment where they are happy and settled and clearly enjoy their time at the setting. Staff develop warm and caring relationships with the children and their families and know them well which helps to ensure a fully inclusive setting. Staff provide a range of interesting activities for the children based on their likes and interests, and good systems are in place to support children in the Early Years Foundation Stage. The management and staff are keen to improve the quality of care and education provided, and demonstrate a good commitment to continued improvement.

What steps need to be taken to improve provision further?

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

- continue to develop links and share information with the schools attended by children in the Early Years Foundation Stage to ensure effective continuity and progression
- continue to develop the systems in place for recording children's progress and development to help identify next steps for development

The effectiveness of leadership and management of the early years provision

Staff have a secure knowledge of safeguarding issues. They are able to identify the signs and symptoms of child abuse and know the procedures to follow in the event of a concern arising. Consequently, they would be able to quickly obtain external support for a child who may be at risk of harm. The setting has detailed policies and procedures in place which detail the steps staff take to safeguard children, and well organised systems are in place to ensure that all staff are suitably qualified and vetted. Staff carry out and record risk assessments of all areas used by the children to ensure a safe environment is provided. Daily risk assessments are carried out by staff before the children arrive to make sure that all areas are safe. Security of the premises is good as the door remains locked when children are present; parents and visitors ring the bell to alert staff of their presence. Children take part in regular practices of the emergency evacuation procedure to ensure they are all familiar with what to do in the event of a real emergency situation.

Documentation is well organised, made available for inspection and updated regularly to ensure the safe and efficient management of the provision. The environment is well organised with different areas, allowing the children to play and relax in comfort. A broad range of activities are planned and resources are effectively deployed, allowing children to make their own choices and decisions about their play and learning.

Staff promote positive relationships with parents and carers. They work closely with parents to find out about the children and as a result, provide an inclusive setting where children's individual needs are well met. There are daily opportunities for sharing information verbally in order meet individual needs. This is supported by a written home link book, which records activities and achievements, and is shared between the parents and the school. Parents' and children's views are actively sought both verbally and via forms such as the 'all about me' forms which identify children's likes and interests, alongside their individual needs. The club welcomes all children and is able to support children with special educational needs and/or disabilities. There is a varied range of activities, toys and resources which promote respect for diversity and positive attitudes to differences. The club has good relationships with the teachers within the school, but have not yet established effective systems to share information about the children's learning and development to help ensure continuity and progression through the Early Years Foundation Stage.

Management and staff demonstrate a shared commitment to improvement. They meet together regularly and are beginning to use reflective practice to help identify areas which can be developed. They take action as appropriate to bring about improvement to positively promote the outcomes for children.

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

Children enter the setting with confidence and quickly settle to the activities offered. They are relaxed, confident and clearly enjoy their time at the setting. They enjoy a good balance of child-initiated and adult-led activities. They can choose what they want to do at the setting. Staff provide activities that reflect children's likes and interests and adapt and develop activities to follow the children's ideas, such as when children spontaneously made paper aeroplanes, it was further developed into making different designs and experimenting which would fly the furthest in the school hall. Themed activities promoting different festivals, for example Chinese New Year, Christmas and Diwali, help children to develop their understanding of the wider world and how others live. Children develop good relationships with each other; they seek out friends and play cooperatively together as they take turns to be the shop keeper in the role play area and work together to make their collages at the craft table. They communicate confidently with each other, talking about the different things they have done in school during the day. They play well on their own and concentrate on their chosen task, such as lining up the toy soldiers, using the 'Jenga' blocks to build barricades for them to hide behind. They enjoy playing with the cars, working out which will go fastest down the ramps which they make from different heights and laugh as the micro cars go skidding across the room. They show pleasure as they successfully walk across the room balancing a ring on their head and enjoy taking turns to jump over the rope that is swung around by a member of staff in the school hall, laughing together as the rope gets faster and faster.

Children make good progress and contribute to their learning because staff encourage them and through their discussions and play, ensure that they are appropriately challenged. Staff are starting to make and record observations of the children at play and use these to assess development, although next steps are not always identified.

Children learn effectively about healthy eating and maintaining a healthy lifestyle. They are offered a wide range of light teas, such as crumpets, toasted buns, cheese and crackers and a variety of fruit, and drinking water is freely available for children to help themselves to whenever they are thirsty. Staff remind children to wash their hands before eating to establish good hygiene routines, and effective systems are in place for managing accidents and the administration of medication to further promote children's good health. Children learn good procedures for safety both in and out of the setting, for example, they are reminded to stay seated when eating and know the boundaries for behaviour when playing outside. Children behave well and show kindness to each other and staff. The staff provide good role models and their friendliness and care ensures the children feel secure within the setting.

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	2
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

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