

Bright Sparks Club

Inspection report for early years provision

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Inspector Kay Armstrong

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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 Club is privately owned and managed and was registered in 2004. It operates from two rooms within St John's Primary School close to the centre of Padiham in Lancashire. Children have access to two secure enclosed outdoor play areas. The out of school club is open Monday to Friday from 8am to 9am and 3.15pm to 6pm term time only.

A maximum of 24 children aged under eight years may attend the setting at any one time. The club currently takes children from three years of age and also offers care to children aged eight years to 11 years. There are currently 42 children on roll. Of these, 15 are under eight years and of these 10 are in the early years age group. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four members of staff who work directly with the children. Of these, one has an Early Years Foundation Degree, another has a National Vocational Qualification to level 3 and is currently working toward gaining a degree. The other two members of staff are currently working towards gaining play worker qualifications at level 2. The setting receives support from the local authority and are members of the '4Children' Network.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children flourish in this inclusive and welcoming environment because staff know them all very well and as a result their individual needs are well met. Staff provide a stimulating range of activities which capture children's imagination and are fun, fully supporting their learning and development. Children's independence is generally promoted well. Their welfare and progress are effectively fostered through positive partnerships with parents, carers and other early years professionals within the school. Staff have begun to evaluate their practice and have a clear understanding of their strengths and areas for further development. The setting demonstrates a positive 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 the system used to evaluate the quality of the provision by further including parents, carers and children in identifying the setting's strengths and priorities for the future.
- provide more opportunities for children to develop their self-help and independence skills, particularly at snack time.

The effectiveness of leadership and management of the early years provision

Comprehensive and rigorous policies and procedures which include safeguarding, risk assessments and staff recruitment and vetting are effective. This ensures children's well-being and safety are prioritised at all times. All required records are well maintained to a high standard and promote the safe and efficient management of the out of school club. Children benefit as staff demonstrate high levels of commitment to their ongoing professional development through regular updates and training.

Staff have a good knowledge and understanding of the Statutory Framework for the Early Years Foundation Stage. They are committed to ensuring that children continue to learn through high quality play opportunities. They make observations of children's development and information gathered is used effectively to plan further activities and opportunities to promote and support children's learning. The manager has begun to implement a good self-evaluation system, in consultation with staff to monitor the quality of the provision and identify areas for improvement. However, this system is not yet fully developed to ensure parents, carers and children are included in the process of identifying the settings strengths and priorities for the future. Recommendations from the previous inspection have been successfully implemented demonstrating a commitment to continuous improvement.

Good relationships are established with parents and carers. The setting offers clear and relevant information on what the children are doing, so that parents and carers can become involved in children's learning if they wish. Parents appreciate the care their children receive and effective methods of sharing information have been developed.

Staff deployment is effective as children are continually supervised. Children are able to play together without unnecessary adult intervention. The staff are skilled and confident in allowing them space to develop their own games and drive their own learning. Resources are accessible and enable children to make independent choices about their play. Equality and diversity are fostered well through a range of resources and activities that expand children's understanding of the world around them. Children are beginning to understand about difference and are developing compassion for others as they take part in fund-raising activities such as having a pyjama party for 'Children in Need'.

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

Staff have a good knowledge and understanding about how children learn and develop. They provide children with a variety of activities where they are able to learn through play. As a result, children make good progress in their learning and development. They are relaxed, happy and eager to participate in the opportunities on offer. Planning includes some adult-led activities such as craft or baking, but is

flexible and centred around children's interests, choices and continuous provision. Because staff know the children very well they plan and set out resources which they know will interest and engage them.

Children have generally good levels of independence as they select activities; take care of their personal needs and independently access drinks. However, at snack time they have few opportunities to continue to develop their independence and self-help skills. Children's behaviour is very good; they show care and consideration for one another as they play together. They confidently make decisions about where and with whom to play and therefore are becoming active learners. Children communicate effectively as they negotiate and make suggestions during their play. For example, during imaginative play and physical group games such as 'semi-circle tag'. Children have many opportunities to refine their dexterity and pencil control as they participate in activities such as drawing and colouring. They are eager to make 'chocolate snowballs'. They thoroughly enjoy rolling fondant mint balls in white chocolate and coconut before relishing the licking of their fingers. Children have access to books for quiet reading and snuggle up to each other as they relax and watch some TV. Children have access to a good range of technological resources, for example, computers and games consoles, developing their skills for the future.

Children are supported to behave in ways that are safe for themselves and others. They have a good sense of safety and they understand the group rules as staff give clear explanations of the possible consequences. The emergency evacuation procedures are practised regularly ensuring children know and understand what to do in the event of a fire. Healthy eating is well promoted through planned activities and nutritious snacks, Children develop their co-ordination skills and control of their bodies as they have fun dancing and playing outdoors. They enjoy skipping, throwing and catching balls and giggle and laugh as they play parachute games.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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