

Bright Futures

Inspection report for early years provision

Unique reference number EY341987
Inspection date 11/10/2010
Inspector Natasha Parsons

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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).

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 Futures is run by a private organisation. It is situated in the London borough of Newham in Stratford and operates from Vicarage Lane Community Centre, near to local amenities. The setting currently provides only after school care, term time, Monday to Friday from 3.30pm to 6pm. The group operates from a main hall, with storage facilities in a smaller room, toilets, and an enclosed outside play area. The setting is registered to care for 40 children and currently has 11 children on roll in the early years age range. All staff has a suitable early years qualification. The setting is also registered to provide a breakfast club, crèche and holiday play scheme, and these services would only be provided if there is sufficient demand.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

A developing knowledge of each child's needs ensures that children's welfare and learning needs are mainly met. Children are generally kept safe and secure and have formed secure relationships with both staff and their peers. The partnerships with parents is successful and ensures the needs of children are sufficiently met and children make steady progress, given their age, ability and starting points. Effective self-evaluation undertaken by the provider ensures that priorities for development are identified and action taken so that the provision responds to user needs.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure all indoor risks are identified and action taken to minimise these (Safeguarding and promoting children's welfare) 29/10/2010

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

- ensure the outside area offers children freedom to explore, use their senses and be physically active
- provide a range of equipment and resources that are sufficient, challenging and interesting and that can be used in a variety of ways
- encourage adults to show interest, offer encouragement, clarify and ask open ended questions to support children's thinking and learning
- develop children's records of learning and development and observations, and analyse these to help plan for 'what next' for individual children.

The effectiveness of leadership and management of the early years provision

There are secure procedures in place ensuring that children are safeguarded, staff members know what action to take if concerned about a child and would follow the safeguarding policy to ensure a concern is quickly acted upon. The settings documentation is accessible and organised providing an acceptable framework for staff's practice. Children are supervised at all times, including when being transported on the mini buses, inside, when in the garden and on outings. A number of staff is qualified in first aid and children's accident records are mainly accurately maintained. Children are generally kept safe in a secure, planned environment staff complete risk assessments, however not all risks to children have been identified.

The provision is well managed; the staff team work effectively together and have their identified roles and responsibilities. The session is well planned and organised so the needs of the younger children are not affected by the presence of older children. Staff benefit from the opportunity to extend their knowledge further through training and job swaps when they have the opportunity to work and observe good practice in other settings. The provider is both reflective and knowledgeable about the setting and uses this information to identify gaps in staff skills and has identified future goals including the development of resources.

Effective partnership with parents ensures the continual exchange of information about children through discussion and written information. Parents are provided with good quality information about the provision and are encouraged to share information about their children, to inform staff of children's individual care and developmental needs. The provider seeks to find the most effective way of sharing information with parents and this includes questionnaires and informal meetings with children's key workers. The setting works in partnership with several local schools to support children's time in the setting.

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

Children make steady progress in their learning they enjoy their time in the setting and are settled. Children are allocated a key person and work in small groups, they are welcomed the session is organised and runs smoothly. Children have established friendships with their peers; and behave well. They are inquisitive and ask questions to visitors including 'Why are you using a lap top?' and 'What does the cursor do?'. They participate in circle time and while they enjoy the story being told, opportunities are missed to extend children's learning through effective questioning and the development of purposeful conversations.

The developing range of resources affects children's information and communication technology and physical experiences, the setting is committed to

address this. Children develop personal independence skills when they spread their bread with cheese and persist at self-chosen tasks, often concentrating for long periods of time. They have opportunities to explore creative activities and develop their physical skills when using hoops and playing games outside.

The provider persists in trying to find an effective system for observation, assessment and planning suitable for their service. Children have individual scrapbooks with photographs and samples of their work evidencing what they are doing in the setting. Planning is in place and while staff have begun to make observations, these are not evaluative and do not link to the different areas of learning.

Children benefit from a relaxed, snack time; they eat at their own pace and are provided with second helpings to meet their individual quantity needs. Healthy snacks and drinks contribute towards children's good health with the setting committed to a healthy eating program, which parents support and provide positive feedback about. Children learn about effective hygiene when they wash their hands before eating and after using the toilet. Children have opportunities to enjoy being outside in the fresh air when they play in the garden and go to local parks and the library in the local community. Children develop a wider knowledge and understanding of the world through effective activities when they take part in African drumming, parents share their cultural and religious knowledge and children enjoy foods from different backgrounds.

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?	3
The capacity of the provision to maintain continuous improvement	3

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	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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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