

# Fiona's Sparklers

Inspection report for early years provision

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**Unique reference number**

EY349914

**Inspection date**

03/11/2011

**Inspector**

Anne Sheldon

**Setting address**

Ickleford Primary School, Upper Green, Ickleford,  
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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Fiona's Sparklers out of school club registered in February 2007. It operates from Ickleford Primary School in the village of Ickleford, Hertfordshire. The club has use of a large hall, kitchen and toilet facility and secure outdoor area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 26 children at any one time. There are currently 38 children on role, of whom 14 are in the early years age range and 24 are over the age of eight years. The club is able to support children with special educational needs and/or disabilities and children who speak English as an additional language.

Children attend for a variety of sessions. The club opens five days a week during school term times only. Sessions are from 3pm until 6pm.

Five members of staff, including the owner work at the club. The majority of staff hold appropriate qualifications. The club receives support from the local children's centre, the onsite School and the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The needs of the children are not adequately safeguarded because four legal requirements are not fully met, which limits the effectiveness of measures to meet the welfare needs of children. A number of the documents required for the safe and efficient management of the setting are insufficiently robust and key staff are not fully aware of their responsibilities and the procedures to follow. Children's health is put at risk as hygienic practices are not always implemented. Partnerships with parents and others are positive. Children are making good progress towards their learning goals in all six areas and their individual learning needs are met. Self-evaluation processes are ineffective in identifying key weaknesses in the provision that impact on children's welfare.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve all staff's knowledge of the procedures to be followed in the event of an allegation of abuse against 17/11/2011

- a member of staff or a volunteer (Safeguarding and welfare)
- ensure the safeguarding policy is updated with reference to procedures to follow in terms of an allegation being made against a member of staff or volunteer (Safeguarding and welfare) 17/11/2011
- conduct an annual risk assessment that includes aspects of the environment that need to be checked on a regular basis and keep a record of these checks (Premises, environment and equipment) 17/11/2011
- provide a first aid box with appropriate contents to meet the needs of children (Safeguarding and welfare) 17/11/2011
- keep a daily record of the names of the children looked after on the premises, their hours of attendance (Documentation) 17/11/2011

To improve the early years provision the registered person should:

- ensure that the necessary steps are taken to prevent the spread of infection with particular reference to sanitising tables prior to meal times
- improve the organisation of the setting by developing the use of self-evaluation to identify areas for improvement in all areas of the Early Years Foundation Stage.

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

Children are not safeguarded because the safeguarding policy does not include the required up-to-date information in relation to the reporting of an allegation of abuse against a member of staff or a volunteer. The Designated Safeguarding Officers do not have an up-to-date understanding of safeguarding procedures in relation to allegations being made against staff or volunteers. Risk assessments have not been reviewed in line with the requirements. Precautions are taken in terms of security at the setting, such as, checking the identity of visitors, in order to maintain children's welfare. Staff talk to each other via 'walkie talkies' if they are in different areas of the building to ensure they remain in contact. Children's safety and well-being is compromised because risk assessments are not reviewed annually. The contents of the first aid kit are not safely stored and are out-of-date. Daily records of attendance do not include arrival and departure times of children or staff.

The staff team evaluate their practices and take into account feedback from parents. Areas have been identified for improvement but overall, the evaluation fails to identify the weaknesses of the setting as it does not use robust and challenging quality criteria. As a result, the limited plans for improvement have failed to raise standards of practice or address the key issues.

Relationships with parents and carers are strong. Information is shared with parents so they can be involved in their children's learning. Staff feedback to

parents each day and parents comment that they appreciate the informative monthly newsletters. Brief written observations are shared with parents on a half termly basis. All of the children who attend the club also attend the on-site school. The club has established strong links with the school which are used well to support transitions and to ensure consistency of practice. The club is also supported by the Local Authority and has established links with the Local Children's centre.

Good use is made of available space in the hall. A small range of resources are available, which but they are in good condition and cover all six learning areas. The enclosed outdoor area provides opportunities for fresh air and exercise and building physical skill.

Staff offer one-to-one attention to each of the children at times during the afternoon. They adapt planned activities to suit the needs of the children. For example, if they are tired after school then quieter activities are provided. An effective equal opportunities policy is in place. This means that the individual needs of all children are met and all children are included fully in the life of the club.

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

Children enjoy their time at the club. They come in from school excited and settle quickly. They are confident and relaxed and have good relationships with the staff. The staff know them well and plan activities around themes and to meet the individual needs of the children. Children are making progress towards their learning goals in all six areas as a result. Children are offered choices and are encouraged to make decisions. Staff ask them questions and challenge them to think. Mathematical development is fostered as children are encouraged to count and calculate whilst playing a board game. Children have a good command of language and group discussion times whilst eating and doing craft activities, develops skill in the art of conversation. Discussions about, for example, events on the forthcoming weekend foster an interest in the world about them. Activities, such as, the craft hedgehog activity allow children to express themselves freely using a range of media. This also provides a podium for discussion about the work of an animal charity, broadening children's knowledge.

Children are well behaved. They are encouraged to share and take turns and to consider the feelings of others. Clear expectations are set for them and they are made aware of the boundaries that are in place. Children celebrate a range of festivals through the year which supports their learning about other cultures and beliefs and promotes diversity.

Fire drills are practiced but no records are kept of any problems encountered, limiting opportunities to make improvements. Daily attendance records are not accurate, so staff do not always know how many children are present. Staff help children to learn how to be safe. For example, they talk to them about fire safety

ahead of bonfire night so that children can stay safe at firework events.

Hygiene practices are poor, for example, tables are not always wiped down prior to serving meals. Children are encouraged to wash their hands before eating their meals. A healthy snack and hot afternoon tea are offered, but staff do not discuss healthy eating with the children, during inspection. Children can access water at a water fountain so that they remain hydrated. Access to fresh air and exercise outdoors is offered to the children daily so that they can move about freely and unwind after a day at school. Opportunities are lost at tea time to allow children to develop independence and take responsibility for setting tables and serving themselves.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
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	4
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	4
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of premises and equipment) 17/11/2011
- take action as specified in the early years part of the report (Records to be kept) 17/11/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years part of the report (Suitability and safety of premises and equipment) 17/11/2011
- take action as specified in the early years part of the report (Records to be kept) 17/11/2011