

# Bright Sparks Preschool and Out of School Club

Inspection report for early years provision

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**Unique reference number**

EY436105

**Inspection date**

06/03/2012

**Inspector**

Kerry Iden

**Setting address**

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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).

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 Pre-school and Out of School club registered in 2011. It is owned and managed by KCT Childcare Limited. The setting operates from a purpose built unit attached to Summerfield Primary School, in Newport in the Isle of Wight. There is an enclosed area for outdoor play.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children from two years to under eight years may attend at any one time and all may be in the early years age range. There are currently 47 children on roll in the early years age range. The staff support children with special educational needs and/or disabilities and children who speak English as an additional language

The setting operates Monday to Friday from 8am to 6pm, all year round. The breakfast club operates from 8am to 8.45am and the pre-school operates from 8.30am to 3pm. The afterschool club runs from 3pm to 6pm. The setting is eligible to receive funding for the provision of free early education to children aged two, three and four years. There are seven members of staff who all hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting provides a stimulating environment with ample opportunities for children to develop in all areas of learning. Child initiated learning is a key factor and staff extend this well using children's ideas. Staff meet children's individual needs effectively and safeguard their health and well-being. Staff successfully work in partnership with parents to support children's learning. Links have been made to extend this partnership with some other early years settings the children attend. All parents, children and staff contribute ideas for development, demonstrating the setting's strong capacity to maintain improvement.

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

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

- develop further a two-way flow of information with other early years providers to ensure a collaborative approach to all children's welfare and learning needs.

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

Staff have a good understanding of child protection procedures, which they use to help safeguard children. One of the directors acts as the designated person taking overall responsibility in this area. Effective procedures are in place for identifying any child at risk of harm and liaising with the appropriate agencies. The setting is made secure through the times of operation with risk assessments and daily checks completed to ensure children's safety. Children are encouraged to assess risks for themselves and regular evacuation practices enable children to understand what to do in an emergency. There is a secure system of recruiting new staff, helping to ensure their suitability. Through inductions, peer observations and performance plans the managers also monitor the ongoing quality of staff's work. The staff work collaboratively with parents about the safe collection of children and keep them informed of accidents that occur in the setting.

The staff are working very well as a team and all are very enthusiastic. The directors take a lead role in different areas. All are effective in supporting the staff team and day-to-day running of the setting. They are excited by the progress and use action plans to prioritise improvements. Development days are used effectively to support staff in different areas of their work. This enables them to feel confident and ensure a consistent approach across the staff team. Reflection and evaluation is completed successfully by all staff and children. They contribute their ideas of future development, with a current focus on improvement plans for the outside space. The staff continue to be reflective in the deployment of all resources. They organise furniture and equipment effectively around the setting to promote children's independence. They also increase resources after the completion of different training to support their newfound knowledge. Individual development plans for children are considered by key persons when planning future activities. Therefore, the resources are used well to achieve planned goals in children's learning and development.

Staff are able to support the individual needs of the children within the setting. They work with families to gain an understanding of individual requirements and how they can offer support. They offer differentiation in activities to support all and extend more able children. The staff also consider the cultural backgrounds of different families to be respectful and to help children learn about differences. Staff identify a child's need for additional support as early as possible. They share information and records with colleagues and parents. They also share information, when appropriate, with interagency teams to ensure that each child gets the support they need. Parents are kept fully informed about how their child spends their time and the progress they are making. Written diaries offer an opportunity for sharing information between key persons and parents, which can further support children's learning. Parents are also encouraged to share special moments with the setting, which make it on to the 'wow board' to value children's achievements. The staff also keen to work with others who support children. Good links with the school in which they are based are established and collaborative working will enable a smooth transition to this school. These links have not yet

been fully extended to include other schools or early years providers in the area.

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

Children are happy, enthusiastic and remain fully engaged in a stimulating environment. They stay focused throughout the session and demonstrate good levels of concentration. They are able to make their own decisions on activities with free flow opportunities for inside or outside play. They display good levels of confidence as they initiate play, such as spontaneous fence painting in the garden. Children play well alongside each other but are also able to cooperate and support each other. For example, as children group together to transport a large container of water outside. All the staff are enthusiastic in their work. They join in with child-led play using quality open-ended questions to enhance children's learning further. All children have a dedicated key person who has a good understanding of their children. They take responsibility for completing useful individual records of observations and assessments to use in individual planning.

Children are secure and have a sense of belonging. They know where everything is enabling them to be independent. For example, whilst playing with water children spontaneously decide they needed to collect boots as they start to get wet feet. They know what is expected of them and quickly offer apologies when they accidentally bump into another. They use tools and equipment safely including appropriate knives with the dough and scissors at the creative table. Children also feel safe and comfortable since they know staff's names and call for help when needed. They understand why they need to follow safety rules such as using 'walking legs' inside the setting. Children also understand the importance of the good hygiene practices. They all know to wash hands in the bathroom before snack and meal times. Children are developing good social skills, at meal times as there is a happy hubbub during snacks and lunch. Children understand the need to drink regularly to keep healthy. They access the water cooler whenever they want and follow pictorial guidelines about where to place cups when finished. Fresh air and outside play is a large part of the session as children choose when to play outside through the free flow arrangements. They become involved in a wide variety of activities outdoors that promote all areas of learning. They engage in many physical activities to support the promotion of a healthy lifestyle.

Both inside and out, children are keen to explore and staff use skill in developing all areas of learning. Through chalk pictures on the floor children compare features of members of their families, comparing sizes and hair length. Whilst inside, spontaneous singing at the dough table encourages children's skills in number work. This includes some subtraction giving children greater challenge. Children follow their interests and develop their imagination. Shared group times not only promote children's awareness of each other but also encourage every child's communication skills. Interactive stories and music sessions are lively and fun, encouraging every child to contribute. Children's behaviour is very good and they show a good awareness of responsibility within the setting. They value and respect each other and the resources and play collaboratively to reach desired goals.

Therefore, children are valued by their peers and adults for the contribution they make.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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