

Brightsparks Pre-School Playgroup

Inspection report for early years provision

Unique reference number

EY434609

Inspection date

02/03/2012

Inspector

Lisa Taylor

Setting address

Hookstone Chase Community Centre, Hookstone Chase,
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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*.

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Description of the setting

Bright Sparks Pre-School Playgroup was first registered in 1998 as a charity and then re-registered in 2011 as a limited company. The setting operates from one room within Hookstone Community Centre in the Hookstone Chase area of Harrogate. There is level access to the entrance and a secure area available for outdoor play.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children with English as an additional language.

A maximum of 18 children, aged from two years, may attend the pre-school at any one time. There are currently 45 children within the early years age range on roll. Some attend part time. It is open each weekday with the morning session beginning from 8.45am until 11.45am. Lunch club is from 11.45am until 12.15pm and the afternoon session is from 12.15pm until 3.15pm during term time.

There are 7 members of staff, 5 of whom hold early years qualifications to level 3, one member of staff has a level 2 qualification and one is unqualified. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development because they are happy and settled in a caring and stimulating environment. In the main, staff know the children well and work closely with their parents and carers which ensures their individual needs are identified. Children independently choose from a wide range of engaging activities, both indoor and outdoor. Links to the local primary school are very strong and the manager maintains links with other providers in the community. Generally, the staff team work well together to evaluate their practice and identify their strengths and weaknesses.

What steps need to be taken to improve provision further?

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

- ensure documentation is more regularly reviewed and maintained to support the continuous improvement of the setting for all children
- develop further the planning, observation and assessment cycle to identify the next steps children need to take so that each child can reach their full potential.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and protected because staff are well trained and have a good knowledge of relevant procedures. A robust recruitment process ensures that suitable staff are employed. Policies and procedures are in place to ensure the pre-school runs smoothly and safely. However, they are not always effectively reviewed which restricts the setting's ability to continually improve. Risk assessments and health and safety records are carried out thoroughly which further protects the children.

The environment is well organised with age appropriate resources and activities freely available. Independence is promoted by the staff so that children are confident in their learning and development.

Relationships between staff, children, parents and carers are strong. Staff are sensitive to the needs of the children, recognising when adult intervention is appropriate. Children freely choose to read books with staff in the quiet area or make use of the supervised free-flow outdoor facilities. Staff share information with parents regarding children's starting points and progress so that children's needs can be met effectively.

Staff are caring and sensitive towards children with additional needs and their families. Partnerships with other professionals are well established which ensures continuity of care. All children are valued equally by the staff which is evident in their consistent, positive approach.

The manager and her team evaluate their practice through regular discussions and meetings. However, the self-evaluation is not fully up to date, which limits the setting's potential to improve.

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

Children enjoy their time at pre-school because they are familiar with the routines and boundaries. They are confident in their surroundings because they trust the staff and know that they are safe in their care. They can freely use tools and equipment and are aware that an adult is close by should they need assistance. They learn road safety through regular visits outside of the pre-school.

Healthy practices are promoted by staff through hand washing routines, healthy snacks and lunches, regular fresh air and exercise. They freely use the outdoor area to climb, ride bikes and role play in the wigwam. Children take part in activities involving healthy choices such as handling, preparing and eating healthy food, and growing their own produce.

Children are learning valuable skills for the future through their regular visits outside the pre-school. This includes the Cone Exchange recycling project where

the children enjoy meeting Captain Rummage. Children's number and problem-solving skills are strong because they are able to access a wide range of supportive resources, both inside and out, such as the outdoor number board and numeracy puzzles and books. Staff support this effectively when they spontaneously question children to challenge their problem-solving and number skills. Children enthusiastically join in with activities such as the large scale bear hunt, developing good language and communication skills. This is because the staff develop and extend children's initial interest in stories into wider activities. Children gain knowledge and understanding of the world through a visit to the farm, through erupting their own volcanos and though a trip to the local supermarket to buy plants to grow. This is enhanced further through weekly visits to the local school where children make use of the ICT suite and the school's gardening facilities. Children are making steady progress towards the early learning goals because they are exposed to a wide range of experiences which allow them to develop at their own pace. Planning, observation and assessment procedures are developing. However, they do not yet always identify the next steps children need to take in their learning effectively. Consequently some children are making less rapid progress towards the early learning goals.

Behaviour in the setting is good because the staff are positive in their approach and have clear expectations of the children. Specific resources are provided to benefit the children with additional needs such as a hearing impaired doll and the use of sign language. Children learn about their own and other cultures and beliefs. This is because they are exposed to different cultures and religions and take part in various activities such as producing their own Nativity production at Christmas time.

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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