

# Bright Sparks After School Club - Christchurch

Inspection report for early years provision

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<b>Unique reference number</b>	EY437996
<b>Inspection date</b>	09/05/2012
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<b>Type of setting</b>	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.

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## **Description of the setting**

The club originally opened under previous ownership in 2007 and was taken over by Bright Sparks in 2011. Bright Sparks is privately owned and is part of a chain of out-of-school and holiday clubs in the local area. It operates from the school hall and associated facilities. It is situated on a housing estate in Somerford, an area on the outskirts of Christchurch, Dorset. Children have access to a secure enclosed outdoor play area. The club is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children may attend. There are currently 26 children on roll, of these three are in the early years age range. The club opens Monday to Friday term time only. Opening hours are from 7.45am to 8.45am for the breakfast club and 3pm to 6pm for the after school club. A team of two staff work with the children. The manager is qualified and two staff are working towards qualifications. In addition, the registered person holds an early years qualification. The club receives support from the local authority.

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

Overall the quality of the provision is good.

Children are happy and settled at the club. Staff have a very good understanding of children's individual personalities, likes and stages of development overall. Staff work hard to build positive relationships with parents and are beginning to establish some links with other early years providers. Staff work closely with children to evaluate the provision and the completion of the Ofsted self-evaluation form demonstrates their commitment to reflecting on practice. This provides a good basis for the club to maintain continuous improvement.

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

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

- review the deployment of staff and resources to meet all children's needs and to manage children's behaviour more effectively
- develop links with other early years providers to ensure a cohesive approach to children's learning and development.

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

The club has a detailed safeguarding policy which is shared with parents. Staff have a good understanding of safeguarding issues and the procedures to follow

should they have concerns about a child in their care. The clear recruitment and vetting procedures enable management to determine that staff are qualified and suitable for their role and responsibility. Staff complete comprehensive risk assessments for all areas of the school that children come into contact with. Twice daily checks conducted by the manager further maintain safety. The school is undergoing building work and staff are proactive in increasing safety measures to keep children safe. In addition planned outings to a local garden centre are assessed.

Staff plan a wide range of activities alongside child-initiated play. The current topic is sea creatures. Staff resource the play area very well, with books about sea life, seaside story books, shells, a globe and an atlas. These all capture children's interest and support their learning. However, the outdoor area is not always well resourced and at times, for example, children only have access to one football. The use of the ball is dominated by the older children, resulting in the younger children becoming bored and wandering around aimlessly. Staff deployment is generally well organised with specific one to one time allocated to the younger children. These times support young children well. Some large group activities are too long and do not hold all children's attention. Consequently, some children become restless and bored whilst waiting their turn to show their work. Every child is valued and respected equally within the club. A good range of books and toys reflect diversity and equality, enabling children to learn about respecting other people.

Staff develop good links with parents. They greet them by name when they drop off and collect their children. The comprehensive parent file and regular newsletters keep parents well informed about staffing, routines and topics. In addition the use of telephone calls and emails help to maintain links. Written comments in the parent book include, 'Bright Sparks is very well run and enjoyable for all the children'. Staff meet with children's teachers as they bring them to the hall. Staff use an information book between Bright Sparks and teachers that records any issues regarding children's welfare. However, this does not always cover children's learning and development to promote a consistent approach.

Staff use effective systems to monitor the provision. They meet as a team and complete the Ofsted self-evaluation, highlighting strengths and areas for development. They have recently introduced 'Children's meetings' to include the views and interests of children. As a result staff purchased additional construction and physical play equipment. Staff have considered further ways to evaluate the provision and have plans to seek the views of parents through questionnaires.

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

Children show great enthusiasm and excitement when they arrive at the club after their school day. They are familiar with the routine and automatically sit together

ready for registration, responding when they hear their names. Children talk confidently to staff, asking what they are going to do that afternoon. They listen attentively as staff explain that they will be using the computer suite to find information about sea creatures. A child excitedly says they are going to find out about dolphins, saying, 'My Auntie swam with dolphins'. Children use the computers to find two facts and a picture of their chosen sea creature. Children are very well supported by staff at the task. They show competence in controlling the computer mouse, scrolling down pages and searching sites for information. A child asks a member of staff, 'What noise does a dolphin make?' The member of staff assists the child in finding this information; the child is delighted when they learn that dolphins whistle. The child succeeds in transferring information onto a word document and printing it off. Children enjoy dinosaur lotto and ably match words. Their learning is extended as staff ask children to sound out words, encouraging them to put them into sentences. This supports their understanding that they comprehend the meaning of words. Staff praise children's successes which keeps them motivated and keen to carry on with the task.

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage. They complete regular observations and record the information in the children's learning journals. These observations link to areas of learning and detail next steps to promote continued development.

Children are developing good skills for the future because staff encourage them to be confident and independent learners. Children explore different media at regular planned craft activities. They show off their craft files which evidence collage, painting, drawing and sticking. Children paint sea creatures, linking in with the current topic and select from seven different coloured paints. When a child decides to paint a turtle they discover there is no green paint to use, but the child is encouraged to solve this problem using the colours available. This stretches the child's thinking, as they explore the paints and successfully create green. Staff tell the child how clever they are, building their self-esteem and confidence.

Children develop an understanding of the world around them as they learn about Chinese New Year and Diwali. They make lanterns and flags to celebrate the festivals. Children take part in fund raising events such as sponsored walks and cake sales. Children learn that money raised helps children less fortunate than themselves.

Children have regular access to the playground for fresh air and exercise. Indoor sport equipment enables children to participate in physical activities in the hall. Children benefit from outings in the local community. They visit a garden centre selecting and purchasing seeds and plants. Children tend the carrots and tomatoes learning about healthy eating. Children develop a good awareness of personal hygiene and wash their hands after toileting and before eating.

Children learn about the golden rules which include walking inside and using kind hands. Children generally show consideration for each other. However, at times, older children become boisterous during group activities and are not always positive role models to the younger children. Children are secure and happy at the club, approaching staff for support. They learn about road safety prior to outings

and respect rules that promote their safety, for example, asking staff to accompany them to the toilets.

## 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	3
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	3
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	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: Met

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