

Fiona's Sparklers

Inspection report for early years provision

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Inspector

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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.

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Description of the setting

Fiona's Sparklers was registered in 2007. The provision operates from Ickleford Primary School in Ickleford, Hertfordshire and serves the host school. It has use of the dining room and main hall for indoor play. Children have access to a secure outdoor play area.

The provision is open each weekday during term time only from 3.30pm to 6pm. Children are able to attend for a variety of sessions. A maximum of 26 children may attend at any one time. The provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. There are currently 37 children on roll, four of whom are within the early years age group. All children attend the host school.

The provision employs four members of staff; this includes the owner. All staff hold appropriate early years qualifications at level 2 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Planning for the Early Years Foundation Stage shows a largely good range and is fully led by children's interests. This ensures that children receive experiences that foster good progress overall. Staff create a welcoming environment, using robust safeguarding procedures and clear risk assessments. They have a good knowledge of each child's needs to ensure that every child is fully included. Partnerships with parents and the host school are purposeful and ensure that continuity of care is achieved, along with meeting any additional support needs. The management team communicate drive and ambition to ensure continuous development, and clear reflective processes are underway to reflect on the overall care and continued outcomes for children.

What steps need to be taken to improve provision further?

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

- develop further the observation and assessment of each child's achievements and interests to show how the assessments link to the early learning goals and into planning, and increase the contribution children and parents make to the individual folders
- provide further opportunities for children to identify the uses of everyday technology, and use information and communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

Comprehensive safeguarding procedures ensure that children are fully protected, with regular reviews and evaluation of practice. Staff attend regular training courses to update their knowledge. The provider ensures that all persons required undertake the appropriate checks to safeguard children. There are a wide range of relevant policies and procedures, which are shared with the parents and carers. They are implemented in practice in order to promote the smooth management of the provision and provide positive outcomes for the children. The provider implements clear recruitment and induction processes. Risk assessments for the premises and outings are detailed. The staff use walkie-talkies throughout the premises and outdoor areas to make sure that constant communication is effective in continually monitoring the independent movement of children between areas. All these factors contribute to the provision safeguarding children well and ensuring they are kept safe from harm.

Staff ensure that parents and carers are kept fully informed about their child's learning and development within the provision. This is achieved through discussions, regular newsletters, information stations, notice boards, and the accessibility of learning journals. However, parental input into the planned learning is not shown to promote opportunities to plan around home interests or achievements. Staff work closely with staff from the host school. They receive summative assessments and suggestions for further areas to develop for children in the early years age group. This enables them to provide a continuity of care and continue to foster good progress towards the early learning goals.

There is no bias in staff practice in relation to gender, race or disability. Clear procedures are in place to deal with undesirable behaviour or harassment of any kind. Children's individual needs are well met and individual learning styles are respected. House rules and certificates, awarded for especially good behaviour, add to the harmonious relationships between children. Staff plan inventive activities that encourage children to understand the wider society around them and increase their eagerness to explore the world. Children's 'starter packs' help new children to settle quickly into the provision. Resources, furniture and equipment are used well, with children being instrumental in designing separate zones for different types of play. They prepare ideas charts together each month to suggest activities that they would like to explore, and they complete surveys to feedback their views and opinions.

Self-evaluation procedures work well, enabling considerable improvements since the last inspection, identifying to continually improve their practice and children's progress in all outcomes. Parents are invited to contribute to reflective practice by completing questionnaires. They comment that there are, 'lovely staff with varied, very imaginative activities' and that, 'all staff engage with children and have an encouraging, friendly manner'. Children achieve and make good progress in their learning overall because resources are offered to them which provide variety and stimulation.

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

Children relax and have fun as they learn through free-flow play and investigation. They move around the provision independently, making choices about the activities they wish to explore or join in. Staff are on hand to support and provide opportunities which encourage the children's imagination and participation. A key person system is in operation. This ensures that each child is observed, assessed and supported to make progress, using observation and assessment methods and records. The provision does not have responsibility for the full delivery of the Early Years Foundation Stage but they do work closely with parents and the staff of the host school. Learning records are maintained and these are shared with parents and carers. However, children have only a limited part in contributing to their own folders, and the observations do not always reflect their link to the early learning goals and children's progress made. This means that the assessment is not being used to its optimum level.

Children investigate the world around them through stimulating activities. For example, they track the progress of the Olympic torch and then investigate countries that are taking part in the games. Children's interest in exploring the countries is enhanced by staff who facilitate the setting up of a travel agents. They use brochures to look for countries to 'visit', calculate the cost together, and plan a fashion show connected to countries that they research. Children enjoy foods from other countries including, for instance, Jamaican stew. They confidently experiment with mark making within role play. Children make a veterinary clinic as a result of many of them viewing a television programme. They explore this topic through the vets, looking at the health of dogs and foods given to them, and by reviewing reference books provided by staff. Children persist with their game, are motivated and play cooperatively within an interchanging group of differing ages. Drama and creativity are key interests of the children attending. When provided with clothes, a mannequin and shoe boxes, children work together to make a clothes shop and design a display window. This is later followed by a fashion show put on by the children. They become very self-confident and work collaboratively together showing good social development.

Children have access to some everyday technology but this is not yet an integral part of their play, limiting full confidence in its use. Children gain a clear understanding of why rules are in place to ensure their safety. For example, staff regularly explain the reasons for playing in specific parts of the school grounds when collection is taking place by parents from other classrooms and the reason why the group must always have a staff member present indoors and outside. Children negotiate with each other and calculate the numbers of children wishing to play outside, before the group occupies both areas. They show an understanding of personal health when they decide to play indoors, after having had sports sessions in school during the afternoon and by seeking water when they become hot. Children manage their own snacks and meals, using hand wash gel independently and helping to prepare their meals. They help to wash the table cloths and sweep the floor after clearing away, showing that they are learning about good hygiene and its links to their health. The good range of inventive play

activities help children to consolidate their learning. Children are establishing broad skills for the future to assist in their learning and development as well as their place in society.

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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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