

# Bright Sparks After School Club @ Upton Junior School

Upton Junior School, St. Martins Road, Upton, POOLE, Dorset, BH16 5NQ

## Inspection date

05/12/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

## The quality and standards of the early years provision

### This provision is good

- Children are happy, settled and secure and enjoy the company of other children and adults at the end of their school day. They are confident and developing good independence skills.
- Children are well behaved. Their views and involvement are valued, which helps boost their self-esteem.
- Effective partnerships with parents and other professionals lead to good support in children making good progress in their overall learning and development.
- The staff work together well as a team. They are successful in evaluating the provision in order to continue to make improvements in the children's experiences.

### It is not yet outstanding because

- The arrangement of the physical environment occasionally reduces children's choices and involvement in a full range of activities.

## **Information about this inspection**

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## **Inspection activities**

- The inspector accompanied staff when collecting the children from school.
- The inspector observed and spoke to children during their activities, inside and outside.
- The inspector interviewed the manager and registered person.
- The inspector sampled records and documentation.

## **Inspector**

Brenda Flewitt

## **Full Report**

### **Information about the setting**

Bright Sparks After School Club was registered in 2010 and is run by a private limited company. It is one of seven out-of-school clubs run by the same company in the area. It operates from Upton Junior School at Upton, Poole, in Dorset. The group is open from 3pm to 6pm, Monday to Friday, during term time only. Children have use of the hall, music room and an outbuilding within the school grounds. They also use the outdoor areas of the school. Children attend from the adjacent Upton Infant School.

The group is registered on the Early Years Register and both parts of the Childcare Register. There are currently 24 children on roll. Of these, five are in the early years age group. The group also care for children up to the age of 11 years. A team of three members of staff work with the children all of whom hold or are working towards appropriate early years qualifications.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- extend children's choices by giving children opportunities to design practical and attractive environments for their club.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

Children enjoy their time at the after school club. They are involved in a range of activities, inside and out, where they choose to be active or to relax. Staff promote the revised Early Years Foundation Stage effectively to complement the children's learning at school and support their good progress. Staff plan a range of activities according to the children's interests and abilities. Children use language confidently to communicate. They like to chat with staff about their day at school or events in their lives. They initiate conversations and describe what they are doing. For example, when playing board games. Children practise their writing skills in meaningful ways, such as naming their artwork and compiling Christmas wish lists. There is a range of books available for children to look at independently or to share. However, the book area is not always well used when it is located in different areas of the room. There is a balance of child-initiated and adult-led activities. For example, staff plan cooking with the children. This promotes their learning as well as enjoyment. They use skills to weigh and measure ingredients, read recipes and understand about the importance of hygiene. A board game chosen by the children, that involves buying and selling, encourages children's counting and number recognition skills. Staff interact positively, setting appropriate challenges, such as finding the correct 'money'. Children often express their ideas through art and craft activities, for example, making their own place mats. They complete their own designs using a range of materials to create an individual piece. Children develop a positive attitude to people's differences through planned activities such as 'America week', which involved children discussing American culture, and food tasting at snack time.

Staff implement an effective assessment system. They seek information from parents

when children join the club via an 'About my child' form. This also includes their child's contribution. Key persons make regular observations of children's play. They confidently use the Development Matters guidance to plot children's stage of development and plan the next steps in their learning. They complete individual folders, which include their observations, photographs and samples of children's artwork. Staff invite parents to contribute to these through the use of 'Wow' statements, recording children's achievements at home.

### **The contribution of the early years provision to the well-being of children**

Children are happy, settled and secure in a friendly environment. They make good relationships with staff and one another. The Key person knows their children well as individuals, which enables them to meet their needs effectively. Children behave well. They know what staff expect of them through familiar routines and are involved in agreeing rules that promote a harmonious group. Children are good at taking turns, for example when playing games or having a snack. They respond positively to tasks of responsibility, such as helping to prepare the food for their snack, or transporting resources from the shed at the beginning of the session. Children are involved in identifying hazards as they sometimes help carry out risk assessments using a camera to record their observations. Staff remind them about safety when moving around, for example, when crossing the car park.

Children understand about the importance of personal hygiene. They spontaneously wash their hands when they want to have a snack. A child confidently explains that they use tongs to select their food so that they do not spread germs. Children have the choice to play outside each day. They use a good range of challenging equipment in the school playground that encourages their physical skills. A variety of resources used inside, promote all areas of learning over time. However, the arrangement of the room and furniture sometimes reduces children's involvement in a full range of activities.

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

The management and staff have a clear understanding of how to meet the Early Years Foundation Stage learning and development requirements. They skilfully promote the different areas of learning in an environment where children relax after a day at school. Staff effectively monitor their planning and assessment system to enable them to support children's learning at school effectively. They complete weekly observations of children's play, noting what children enjoy and what activities are going well.

Staff implement clear policies and procedures that promote children's welfare and safety. All required records are in place, completed clearly and stored confidentially. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern and knowing the procedures to follow. They keep their knowledge up-to-date through regular training and discussion. There is a

detailed policy for staff to refer to, which they share with parents. Robust recruitment procedures mean that staff are checked for their suitability to work with children. The initial induction enables staff to be sure about their roles and responsibilities. Staff complete risk assessments and daily checks so that they provide a safe environment for children to play. Effective deployment means that staff supervise children well both inside and outside in order to keep them safe. For example, staff always accompany children when they ask to play outside.

Staff establish very good partnerships with parents. They supply parents with useful information about the club and keep them up to date through displays and regular newsletters. Staff encourage parents' to contribute to the children's development records, and exchange information on a daily basis. This enables them to meet children's individual needs. Parents say that their children are very happy at the club and have settled quickly. They feel the staff are friendly and approachable and that they know the children well. One parent feels that the members of the group are like an 'extended family'. Staff have a good understanding of the importance of sharing information with other providers. They have daily contact with teachers as they collect children from school. This enables them to pass on any messages to parents. Staff request ideas from teachers about how to support each child's learning.

There are good systems for monitoring staff performance. These include annual appraisals and recently introduced supervision meetings. These meetings enable management to identify areas of strength and anywhere staff would benefit from training. Self-evaluation is effective and inclusive. For example, peer observations are due to start, which plan to result in discussions about and the sharing of best practice. The views of staff, parents and children are valued and implemented to bring about changes that continue to improve the children's experiences.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY406948
<b>Local authority</b>	Dorset
<b>Inspection number</b>	753843
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	25
<b>Number of children on roll</b>	5
<b>Name of provider</b>	Bright Sparks Day Nursery Ltd
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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**Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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