

Brite Sparks After School Club Ltd

Richardson Endowed Primary School, Main Road, Smalley, ILKESTON, Derbyshire, DE7 6EF

Inspection date

Previous inspection date

15/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- The owner, manager and staff create a warm and welcoming environment where children settle and enjoy themselves at the club.
- Resources are sufficient and children confidently make choices about what they do. Children have access to the outdoor area, where they enjoy playing a range of ball games, which help their physical development.
- Children are well behaved and staff provide appropriate praise and encouragement to promote their self-esteem and confidence.

It is not yet good because

- The partnerships with other providers the children attend are not strong enough to enable children to fully benefit from a shared understanding and common approach to supporting their progress.
- Self-evaluation is in the early stages of development and does not regularly take into account the views of parents or children, to identify improvement for the provision and always provide good quality of care and learning for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 held discussions with the children, parents, staff, management and owner throughout the inspection.
- The inspector observed children while in their free play and during 'tea time'.
- The inspector completed a tour of the premises to check it was safe and clean for children.
- The inspector completed a joint observation.
- The inspector looked at children's assessment records, learning journeys and planning documentation.
- The inspector checked the qualifications of staff and the club's documentation.

Inspector

Janice Hughes

Full Report

Information about the setting

Brite Sparks After School Club Ltd opened in 2010 and re-opened under new ownership in 2012 and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is privately run and operates from Richards Endowed School in Smalley in Derby. The hall, two classrooms and outside area are used by the club. All children share access to a secure enclosed outdoor play area.

The club opens five days a week during school term and holiday time. Sessions are from 7am until 8.50am and 3pm until 6pm. There are currently 42 children on roll, of whom six are in the early years age range. The setting employs six staff. Of these, four hold appropriate early years qualifications to level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve partnership working by ensuring there are robust communication links with all the settings minded children attend, so that children fully benefit from a shared understanding and common approach to supporting their progress.

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

- develop systems for self-evaluation that take into account the views of parents and children; to identify improvement for the provision and always provide good quality of care and learning for children.

Inspection judgements

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

Staff provide a welcoming environment for all children. Children arrive enthusiastically to play and form good relationships as they collaborate well chatting to each other and the staff. They are happy and content in this out of school club. Staff have a basic knowledge of the Statutory Framework for Early Years Foundation Stage and understand that children learn through play. The club involves the parents when their children start attending the club. They ask them about their child's likes, preferences and what they are capable of doing. This forms the children's 'starting points' and means staff can provide for the children's interests as they start at the club. Staff have started to conduct observations of children while they play. However, they do not always use these observations to fully challenge the children individually in their play. Occasionally staff plan activities that are

adult-led, such as making Mother's Day cards, but the majority of the play is organised through child-initiated activities, meaning there is not an effective balance of adult-led and child-initiated activities. As a result, the children's learning is not being fully enhanced; as a result, they make steady progress.

Children enjoy physical activities both indoors and out and have plenty of space to freely move around in. They enjoy daily opportunities to play games and become involved in playing football, basket ball and using small equipment, such as bats and balls. They participate in playing with the parachute both in and outdoors, which helps to children to develop co-ordination skills. Screams of laughter show enjoyment as a group of children play cooperatively with a game. This activity helps children to play well together and recognises each other's capabilities and social skills for the future. Children learn about numbers as they play games, such as bingo and number games. Staff provide writing materials to encourage the children to write. The reception class children enjoy this as they write their names and write shopping lists. They also participate in using worksheets that encourage using words which help their literacy skills.

Staff foster children's language skills as they are constantly talking to the children and involving them in conversations. Children use their imagination as they play with role play toys. One example of this is when a small group of children are playing with the kitchen toys. They become very involved and are working out how to use the battery operated toys, which are new. They discover how to put the batteries in and how to switch the toys on. They then proceed to use them pressing on the washing machine, toaster and kettle. They ask visitors if they would like a cup of tea and piece of toast. These resources help children to be active learners because they enable the children to investigate, explore and find ways of doing things for themselves. They also help to develop children's information and communication technology skills and aid the development of their imagination as they re-enact familiar events.

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

Staff create a relaxed and comfortable environment where children develop good friendships and demonstrate positive behaviour. Children form secure relationships with staff and demonstrate they feel safe and secure while they are at the club. This creates emotional security for children and helps them grow in confidence. The key person for the reception children knows the children well and has built up secure relationships with them. This helps children to settle quickly into the club and aids the smooth transition when they first start from reception class. Staff make good use of praise and encouragement. This promotes children's good behaviour and develops their confidence and self-esteem. Staff support children's independence suitably. Children show they are becoming independent and able to dress themselves by putting on coats before going home. They manage their own personal hygiene, taking themselves to the toilet and routinely wash their hands afterwards appropriately.

Children enjoy a sociable 'tea time'. Both staff and children sit together and children pour their own drinks and help themselves to crackers and salad. They chat about what they have been doing at school. Staff encourage these conversations and join in. For example,

they talk about the 'cake sale' at school for 'Red Nose Day' and that they have brought cakes. Staff further develop this conversation and talk about the principles of 'Red Nose Day'. This helps children to think about children who are not as fortunate as themselves. Children learn about healthy eating and staff use the opportunity of eating cakes to talk about food that is healthy and that they should eat cakes in moderation and why. Children respond to this and agree but say that they 'like cakes and sweets and it's hard to not eat too many'. Children learn about the importance of physical exercise as they enjoy going outside daily to run around in the fresh air.

The premises are secure and resources are safe and meet children's needs. Appropriate safety procedures are in place. Children show a suitable awareness of keeping themselves safe as they play sensibly in the playground, avoiding collisions and accidents. Children are learning about some safe practices. For example, staff talk to children about the areas they can use in the club. Opportunities are available throughout their play for staff to talk about safety. For example, while playing with the role play equipment, which includes the toaster and kettle, staff talk about children being careful at home not to touch them without adult supervision because they are dangerous. Furthermore, they talk about road safety and that they need to 'stop, look and listen' when they cross the road and participate in the club's fire drill. All these opportunities help children to begin to keep themselves safe.

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

Staff and management have a sufficient understanding of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. Appropriate recruitment and induction procedures are in place to provide the club with suitable staff. All staff have attended safeguarding training and know who to contact if they have any concerns. A wide range of policies and procedures are in place, including appropriate records for recording any accidents or medication given. There are relevant risk assessments that show the precautions in place to keep children safe at all times. These documents are available to parents and inform them of the service provided, which helps the club to maintain an adequate provision for the children. The manager is beginning to monitor the records she keeps; this enables her to provide for all children's needs appropriately. Staff have a sufficient understanding of their responsibilities in meeting the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. For example, they have started to implement observations, assessments and planning to provide activities to meet the individual needs for children.

The majority of staff are qualified and are keen to further develop their knowledge and skills by attending relevant training. For example, they have recently attended courses on 'Child Development for Over Fives' and 'Positive Behaviour', which helps them to improve how they provide for the children's well-being needs. Systems for managing staff performance are in place. For example, staff attend regular supervision meetings and the manager has in place a format to conduct appraisals. These help to identify relevant training and development needs, which in turn helps to improve staff's practice. This results in staff providing more challenging and interesting activities for children. The

manager and staff use self-evaluation to identify their strengths and weaknesses. However, this is in the early stages of implementation and parents' and children's views are not always taken into account. Consequently, their ideas are not included to help fully promote the improvements over time.

There are adequate links with the local schools the children attend and meetings with the teachers have been partly set up. However, staff do not always know the learning and development stages of the children who attend the club. This means staff cannot fully complement the activities the children are learning at school, at the club, to increase their learning. Staff have sound relationships with parents. They provide a flexible service and communicate with parents about their children's development and welfare needs appropriately. Parents generally comment favourably on the club and state that their children enjoy attending.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| 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. |
| 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 action. 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

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|------------------------------------|------------------------------------|
| Unique reference number | EY452882 |
| Local authority | Derbyshire |
| Inspection number | 884145 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 24 |
| Number of children on roll | 42 |
| Name of provider | Brite Sparks After School Club Ltd |
| Date of previous inspection | not applicable |
| Telephone number | 07966232005 |

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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, which are usually the childminder's 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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