

Fionas Sparklers

Mary Exton School, St. Michaels Road, HITCHIN, Hertfordshire, SG4 0QA

Inspection date

23/05/2013

Previous inspection date

03/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

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

- The indoor and outdoor child-focused learning environments provide interesting and stimulating activities that engage children and build on their interests. Children benefit from a wide range of toys and equipment to support their learning and development.
- Partnerships with parents are effective as the staff are committed to working closely with parents to ensure continuity of care and learning for the children. Parents are kept well informed both through newsletters, emails and daily verbal communication.
- Children are very well behaved and play together happily. The older children are particularly caring towards the younger children. This creates a warm and friendly atmosphere.
- The manager provides effective leadership and has a strong commitment to further the improvement of the club's provision.

It is not yet outstanding because

- Opportunities for the younger children to be independent at mealtimes, such as serving themselves, are not fully established.

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 observed activities in the hall, dining area and outside area.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning, evidence of suitability of practitioners working in the setting, policies and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Linda Bird

Full Report

Information about the setting

Fiona's Sparklers Out of School Club was registered in 2008. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Mary Exton School in Hitchin, Hertfordshire. The children attending the club all attend the host school. The children have use of a large hall, dining room and a secure area for outdoor play. The club is privately owned and opens five days a week during school term times only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions.

The club employs four members of staff; the manager has an early childhood degree and the other staff hold qualifications at levels 2 and 3. Currently there are eight children attending within the early years age group.

What the setting needs to do to improve further

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

- help younger children to develop their independence at mealtimes, for example, by serving themselves and helping to clear away the tables.

Inspection judgements

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

Children enjoy their time at the club. They are motivated and eager to play and learn. Staff show a good understanding of strategies that engage children's interest and plan fun activities that encompass the areas of learning. The staff organise the hall well and ensure children are able to access a broad range of toys and equipment. As a result, children are active and independent learners.

The children have freedom of movement between the indoor and outdoor areas. They thoroughly enjoy being outside and playing on the climbing apparatus where they use high-level bars to travel along. The children learn to take turns and form a queue when necessary. They enjoy running and playing in the spacious and very well kept outdoor area. They pull carts along and learn how to manage the movement of the cart on a grassed slope. The house and tent provide role play areas for the children which stimulate their imagination and their ability to make believe. These experiences effectively contribute to children's broader learning experiences and to their physical development in particular. Physical activities are popular in the hall where children thoroughly enjoy ball games. The adults engage well with the children making the games fun and encouraging the children to run fast and to participate fully. The children behave extremely well and

the older children are caring towards the younger children. The children demonstrate good physical skills in running and climbing.

The children are encouraged to be independent in their learning and they are able to choose what they want to do. Children enjoy making farm pictures. The staff ensure that this activity is well resourced, by providing paint, scissors, cotton wool, glue sticks, pencils, felt pens and paper. The staff are careful to ensure the resources are accessible and plentiful, for the children. Children concentrate and persevere for an extended period of time drawing and cutting, sticking to create their farm pictures. Adults intervene appropriately to offer praise and encouragement; this supports the development of self-confidence and encourages children to persevere when faced with a challenge.

The children enjoy examining the earth for insects. The older children help the younger ones to examine the insects using a torch and magnifying glass. The children play with a toy farm yard and they paint the hooves of the miniature horses and cows to create patterns of hoof prints. The children are interested and curious learners and are developing an interest in and knowledge about the natural world. The adults skilfully engage and maintain the children's attention by talking to them about what they have found and suggesting other things that they might like to examine.

The hall is set out for the children with very well-resourced role play areas including a home area equipped with dolls and prams. The children enjoy playing families. They move around the hall freely pushing their prams. The children are able to represent their own ideas, thoughts and feelings through role play.

Staff observe the children and make assessments to monitor their progress and use these assessments to plan suitably challenging activities. Staff play with and listen to children, questioning them during activities in order to extend their learning and enhance understanding. This approach complements the learning gained in school during the day and this continuity enables children to make a smooth transition between the host school and the club. The children are making good progress in meeting the early learning goals. The staff share the children's observations and assessments with their parents, in this way parents are kept well informed about their children's progress.

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

A key worker system is in place to support the youngest children. This helps the children to feel safe and secure in the club. Relationships are strong at all levels and it is good to see the older children supporting younger children. Children play happily together and enjoy each other's company. Children behave extremely well; they are encouraged to behave in a positive and respectful manner. The provision has a warm and friendly atmosphere.

The club provides good support to children in developing a healthy lifestyle. The children have access to their drinking containers at all times so they do not get thirsty. They are encouraged to learn the importance of basic hygiene and ensure their hands are clean before eating. The staff give clear messages to the children to ensure they are developing

a good understanding of why it is important to have a healthy lifestyle. The children are provided with nutritious snacks. However the younger children have limited opportunities to develop their independence as the older children prepare the tables and serve the food for them.

The club provides a stimulating well-resourced environment to support children's all round development and emotional well-being. The children have use of a very spacious enclosed outdoor area and some physical activities are also held in the hall. The children make the most of the opportunities to run, climb, play games and enjoy fresh air. The club successfully promotes children's physical development and well-being. The children are taught to keep themselves safe, for example they are reminded about safety issues when using scissors. The staff know the children very well, consequently the children will approach staff about their needs. This positive adult interaction helps to develop children's confidence and self-esteem. There is a policy and well-developed systems in place for helping children to settle quickly and happily into the club. Each child has a 'buddy' of a similar age to look after them. Information about their children is provided by parents and this and the good dialogue between parents and staff helps the children feel comfortable and to settle quickly. The transition process for children joining the club is very well managed.

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

The manager, her deputy and the staff work closely together forming a very effective team. They know the children very well and are committed to providing good quality provision. They have a clear understanding of the requirements of the Statutory framework for the Early Years Foundation Stage and strive to deliver an enjoyable experience for all the children. The staff have widened their knowledge and experience by attending training courses. Effective policies and procedures are in place for recruitment and induction ensuring that staff have the appropriate skills and experience. The manager holds regular supervision meetings with her staff and targets for improvement are agreed. The manager observes the staff working with children and provides feedback. As a consequence, staff performance is monitored and supported well.

Relationships with parents are very well developed and this partnership makes a highly effective contribution to meeting the needs of children. Parents spoken to at the time of the inspection described how they feel well informed about the provision and stressed how much their children enjoy attending the club. The manager and staff liaise closely with the headteacher and teachers of the host school. Communication between the school and club is well developed and this helps to ensure that the children's welfare and learning needs are met. For example, the foundation stage teachers provide information on the children's likes and dislikes prior to them joining the club. Advice is sought when necessary from the local authority's out of school adviser. The club is registered with the local children's centre which also provides a source of support and advice.

Staff have a good understanding about safeguarding children and understand their role in protecting them. The children are carefully supervised both indoors and outdoors. The

club has appropriate policies in place to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Risk assessments are reviewed annually and a daily risk assessment of the premises takes place before the children arrive each afternoon. Security of the premises is a high priority and the club has a well-developed procedure in place for recording the children present. Staff create an environment that is safe and welcoming, where children feel secure and happy.

The manager, her deputy and staff are committed to making the best possible provision for all the children. They are continually looking to improve and have fully addressed the recommendations from the previous inspection. The club evaluates its strengths and weaknesses through a planned self-evaluation process. A self-evaluation document is completed and kept up to date. The club regularly issues questionnaires to parents and children are consulted about the activities at the club. As a result of consultation with the children, further construction toys have been purchased. There is good capacity for further improvement.

The Childcare Register

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

Unique reference number	EY366126
Local authority	Hertfordshire
Inspection number	878526
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	8
Name of provider	Fiona Kaye Minett
Date of previous inspection	03/03/2009
Telephone number	01462 456997

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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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