

# Sparks Inc. Childcare

Ashley House, Ashley Down Road, BRISTOL, BS7 9BG

<b>Inspection date</b>	03/03/2014
Previous inspection date	29/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
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

- Staff are committed and consistent in their approach; they have a good understanding of how children will enjoy their time, they provide challenge and enjoyment.
- Children benefit from good quality, accessible resources which are attractive, stimulating and varied to support their play choices and interests.
- Staff interact really well with children, they make secure bonds and children feel safe and enjoy their time at the setting.
- Parents speak highly of the provision. There are strong relationships that have been developed and this supports the smooth running of the provision.
- The management has a clear vision to enhance the monitoring of the provision and to encourage staff through supervision and professional development.

### It is not yet outstanding because

- Links with the school do not always allow information to be exchanged to help staff provide the best possible care.

## 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 manager.
- The inspector observed the children both indoors and outdoors.
- The inspector spoke to staff at appropriate times during the inspection.
- The inspector sought the views of parents about the provision.
- The inspector sampled paperwork; risk assessments, policies, planning and children's files.

## Inspector

Shirelle Norris

## Full report

### Information about the setting

Sparks Inc Childcare provides out of school care for school aged children and has been established for several years. The group registered in 2008 and operates from the first floor premises of Ashley house in Ashley Down, Bristol close to Sefton Park School. The group is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register.

Opening times are Breakfast club is open from 7.30am to 8.45 am. Monday to Friday from 3.30pm to 6pm. During the school holidays, opening times are Monday to Friday 8.15am to 5.45pm.

There are currently 165 children on roll. Of these 24 children are in the early years age range. All children have access to an enclosed outdoor play area. There are 13 members of staff who work with the children. Of these, the manager holds the Early Years Professional status. Other staff have relevant childcare qualifications. The setting has achieved the Bristol Standard for Over Fives.

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

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

- strengthen communication and connections with the school to ensure significant information can be shared and therefore enhance relationships between parents, the school and the provision.

### Inspection judgements

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

Staff provide good quality care and attention for children both before and after school. Before school children are given a healthy breakfast and activities are provided that entertain mixed ages of children. Staff support the session with kindness and warmth and this means that children start and finish their day in a positive manner. Children have access to three rooms. There is also a dedicated kitchen area where children can have their meals and take part in cooking activities. The activities are planned daily and children can choose if they want to participate. Staff adapt activities to meet the needs of the range of children who attend. This provides them with variation and keeps their interest. The rooms are specifically arranged to provide different opportunities. The youngest children use a room that includes role play equipment and freely accessible resources that reflect their age and interests.

Some staff work in the school as well as the after school club and this offers children a

continuity and familiarity of care. Staff are attentive to the children's requests and make sure that children are well supported in their chosen activities.

Displays and photographs of the children are displayed in every room and in the hallway. They show recent trips and celebrate the creative work that the children have produced. This gives children the opportunity to reflect and remember activities and outings and enables them to have a sense of pride of their achievements. Parents are easily able to see these celebrations when they collect and drop off their children.

Before children arrive to the after school club staff busy around making sure that the rooms are set up. There are collage activities, role play, games and an abundance of creative resources for children to use to compliment their learning at school. Staff collect children from two schools and when children arrive at the club they are genuinely excited to see what they can do. Staff quickly disperse into the rooms to supervise and support the play. Younger children often gravitate to the early years room, although they are free to roam into other areas of the club. The children are settled and comfortable and there is a homely atmosphere where children play happily. Most children enjoy the snack offered on arrival and are given healthy options. Water is available throughout the session and with other options to drink, there is plenty of choice.

Children learn about traditional celebrations like St. David's Day. The activities are linked and staff make daffodils in one room, some children watch information about St. David on a laptop, while others make Welsh cakes. The variety of options offered to the children are stimulating, interesting and captivate the children's interest. Children who prefer to be quiet are given the support to participate in a less active activity. For instance a child spends a long time with a member of staff creating some 'fairy wings' taking their time to carefully decorate them. Staff promote children's physical development well. Outside children play with clay in a large builder's tray, they have fun and get messy. The staff are excellent role models and join in the play uninhibited. Children are learning as they play and they make models and some of them make mud pies, they laugh and squeal with joy. Older children ride on bikes and skateboards, there is also a grassed area for ball games. The staff are effectively deployed around the areas and everyone knows where they should be. It is a hive of activity. Children know their boundaries.

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

Children are kept safe at this out of school club. The manager has devised key worker systems that make certain children are allocated a key member of staff that takes responsibility to be a point of contact for the child and the parents. Photographs of each child are displayed with their allocated member of staff, this promotes familiarity and parents can see this too. Key persons observe the children in the early years range and plan to meet their needs by focussing on their interests. Opportunities to share information more fully with the schools children attend are not fully embedded, however. Therefore there are missed chances to build up a supportive network between the school and the setting.

Staff are deployed extremely effectively throughout the setting both indoors and outdoors. This means that children are well supported and there are many familiar, established bonds that help children to feel safe and secure. Boundaries and acceptable behaviour is consistently promoted by staff, they realise the importance of structure that keeps children safe. Staff teach the children appropriate ways to behave and be respectful of their peers. For instance children are reminded not to run inside and younger children play and support older children.

Children are given healthy options when they have breakfast or an afternoon snack, the staff are keen to emphasise the healthy benefits of the snack. Staff have a good knowledge of children's dietary requirements and meet them well. Children know that they must wash their hands before they have their snack and this routine is established. Hand washing reminders are placed around the setting in the form of posters. Toilets and low-level hand washing facilities make sure that all children can use the facilities with ease.

Signing posters are placed carefully in each room so that staff can reference these to help communication. Some staff are learning Makaton they are hoping to become proficient in providing alternative ways to communicate effectively. Children learn about differences in culture and they take part in celebrating customs and traditions. A recent trip to the local Chinese supermarket gave children the opportunity to buy authentic food to bring back to the setting to celebrate Chinese New Year.

Risk assessments for the setting are detailed and these are carried out specifically for trips, this is especially relevant for the holiday club. They take account of the children attending the trip, their specific needs and the potential hazards of the destination. Children enjoy a wide variety of resources children have the chance to develop socially and emotionally and this builds their self-esteem and resilience. Staff encourage children to be independent and cooperate with others. Staff's knowledge of particular children's needs mean that they are adept in providing the right amount of intervention. The after school provision offers children lots of opportunities to engage in exciting, creative tasks. They take turns and enjoy the company of children of all ages. Staff ignite their curiosity and give them time to pursue projects to their satisfaction.

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

The inspection took place following two separate notifications from the provider about allegations against one member of staff. The notifications mean that the provider met their legal responsibility as set out in the Early Years Foundation Stage welfare requirements to notify Ofsted of any significant events. Although initially the provider did not make contact with other relevant agencies, they have since strengthened their processes to ensure the local authority is included. The inspection found that the provider follows their disciplinary procedures and keeps Ofsted and any relevant agencies informed of significant incidents, within the required timescales. In-house training has consolidated staff's knowledge and understanding of implementing policies. Management and staff are fully aware of their responsibilities to meet the safeguarding and welfare requirements and

their knowledge of safeguarding procedures are good.

The manager has a clear vision and understanding of how to provide a warm, welcoming environment for children to be cared for. Staff are deployed effectively and this means that children are supported well. Variation and challenge is offered to the variety of ages of children that attend and this is successful because staff know the children well. Staff understand their roles and responsibilities efficiently work together. There are firm arrangements to work in partnership with outside agencies for the benefit of children and their families.

Self-evaluation is carried out thoroughly and the staff work together to ensure that they identify strengths and weaknesses in the provision. Staff are trained and encouraged to continue their professional development. The manager makes sure that staff are supported in this process. Regular supervisions and appraisals mean that staff and management work together to keep relationships open and amenable.

Parents are pleased with the setting and they say they would be lost without the flexibility and care that it offers. Parents have the opportunity to offer suggestions in annual questionnaires and a suggestion box. The bonds that staff and parents have are strong and the children benefit from these secure relationships. On the day of the inspection parents said the staff have 'drive and energy' and 'the creativity and care is second to none'. They acknowledge that their children benefit from 'well-structured and clear expectations on behaviour'.

### **The Childcare Register**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY376224
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	951829
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	60
<b>Number of children on roll</b>	165
<b>Name of provider</b>	Sparks Co-operative Ltd
<b>Date of previous inspection</b>	29/04/2009
<b>Telephone number</b>	01179244439

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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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