

# Bright Sparks

Bairstow Street, Allerton, Bradford, West Yorkshire, BD15 9JX

<b>Inspection date</b>	14/05/2014
Previous inspection date	06/11/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
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## The quality and standards of the early years provision

### This provision is inadequate

- Arrangements for safeguarding are poor. The provider is unable to confirm that adults working at the out of school club have been deemed suitable because there is no information available to confirm that vetting has taken place.
- The provider, who is designated to take lead responsibility for safeguarding children, is unfamiliar with the club's safeguarding policy and procedures and has not attended an appropriate child protection training course.
- Supervision arrangements are not robust enough to identify and support specific training needs for individual staff.
- Record keeping systems are inadequate in underpinning the efficient and safe management of the out of school club. This is with particular regards to staff attendance and their personal details, including qualifications.
- Information gained from observations is not always used precisely enough to monitor children's learning and plan activities that are tailored to their individual learning and challenge them. In addition, the links with other providers are not used well enough to provide continuity in children's care and learning.

### It has the following strengths

- Hazards are identified and minimised successfully, in order to help children to stay safe.
- Children enjoy coming to the out of school club and are cooperative and sociable with each other during care routines and as they play.

## 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 main hall and spoke with staff and children throughout the inspection.
- The inspector held a meeting with the provider.
- The inspector looked at children's records of learning and planning, alongside sampling a range of other documentation.
- The inspector checked evidence of suitability and qualifications of staff working with the children, where available, along with the provider's self-evaluation form.

## Inspector

Rachel Ayo

## **Full report**

### **Information about the setting**

Bright Sparks was registered in 1999 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is operated by a privately run limited company from Sandy Lane Methodist Church community hall in the Allerton area of Bradford. It serves the local community, predominantly children who attend Sandy Lane Primary School. The out of school club currently opens five days a week, term time only, from 7.30am to 8.45am and from 3.15pm to 5.45pm. Children attend for a variety of sessions. Children are cared for in one main hall, with access to an additional room if required and have access to an enclosed outdoor play area. There are 28 children on roll, of whom one is in the early years age range. The out of school club employs five members of childcare staff. This includes the provider who is also the manager. Of these, four staff members hold appropriate early years or playwork qualifications at level 3 to 5. The out of school club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- record information about staff qualifications and the identity checks and vetting processes that have been completed, including the criminal records disclosure, reference number, the date a disclosure was obtained and details of who obtained it
- ensure that the person designated to take lead responsibility for safeguarding children has attended an appropriate training course and is familiar with safeguarding policy and procedures, in order to be able to provide support, advice and guidance to staff and respond to any concerns in a timely and appropriate way to promote children's welfare
- ensure that staffing arrangements meet the needs of all children and ensure their safety
- implement effective supervision of staff to provide support, coaching and training to foster a culture of mutual support, teamwork and continuous improvement
- ensure that the planning of activities and resources consistently matches children's individual next steps in their learning as well as their interests, including by establishing more effective communication with other providers, in order to fully promote and complement children's individual learning and development
- keep a record of the name, home address and telephone number of the provider and any other person living or employed on the premises.

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

Staff have a satisfactory knowledge of the learning and development requirements of the Early Years Foundation Stage. They plan a suitable range of activities and experiences, which complement the seven areas of learning. Through their ongoing observations of children, staff have an adequate understanding of what children can do and their interests, knowledge and skills. However, they do not consistently use this information to effectively plan for individual children. Consequently, they do not always provide a good range of challenging activities that are well matched to children's individual needs and fully sustain their active engagement. Parents are informed about the activities children take part in through displays of their artwork, face-to-face exchanges and annotated photographs in diaries. They are encouraged to share children's interests or special events from home. This enables staff to celebrate these in the out of school club and plan

associated activities.

Children readily enter the out of school club, enthusiastically helping to carry and set out resources and activities in the hall. They enjoy playing in the sand where staff support and extend their learning appropriately by suggesting that they add water, in order to be able to make sandcastles. Children are confident to speak to visitors about the activities they enjoy at the out of school club, such as playing with the cars. They play imaginatively as they build dens, solving problems as they go along. Staff help to create a welcoming environment by displaying children's artwork and photographs. This helps children to feel that what they do is valued and helps them to recall and reflect on their learning. Materials, such as arts and craft resources, are readily accessible, helping children to imagine and develop their projects and ideas while they are still fresh in their minds and important to them.

Practitioners demonstrate appropriate expectations, enthusiasm and encourage engagement and motivation from children. They are friendly in their approach as they sit and talk to children while they play, asking questions that encourage children's language for thinking. Children take part in different games requiring good cooperation, which fosters their skills in talking and listening to each other.

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

Children's well-being is not sufficiently promoted because the provider has an inadequate knowledge of safeguarding children. This is because their understanding of child protection policies and procedures is inadequate and they are unable to confirm that adults who work at the out of school club are deemed suitable.

Nevertheless, positive relationships between children and staff are evident and staff are friendly and approachable. Children are encouraged to visit the out of school club before they enrol. This supports their transition to a new and unfamiliar setting as they and their key person can get to know each other and build a positive relationship. As a result, children are happy, independent and confident as they readily enter the out of school club and settle quickly. However, as children move between school and the out of school club, they are less well supported. This is as a result of communication systems not being precise enough to fully support children's individual learning. Children are very much at ease in the relaxed environment and develop a sense of belonging as staff display their artwork. As children eat snack together or engage in imaginative play with dressing-up costumes, they are polite, helpful and sociable. Staff use appropriate behaviour management strategies where children become a little boisterous. Consequently, children's understanding of boundaries and appropriate expectations for behaviour is suitably reinforced. Ongoing reward incentives encourage positive behaviour further. For example, children receive balloons for 'wow' moments, such as being helpful. They then receive a prize and certificate when they have obtained a certain number of balloons.

Children are provided with a suitable variety of healthy snacks. This helps them to make positive choices about what they eat, which contributes to their understanding of healthy lifestyles. Children are involved in appropriate hand-washing routines, which further

reinforces their understanding of being healthy. In addition, displays and posters reinforce positive messages. Children have daily access to their own outdoor area. This helps them to stay healthy and learn about the positive effects of exercise on their bodies. They learn about different dangers and aspects of keeping themselves safe through topics relating to road safety and safe use of social media. Children readily talk about how they stay safe while walking to the out of school club after school.

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

The provider has a satisfactory understanding of the learning and development requirements, although, not all legal requirements are fully met. The provider has a weak understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements. Consequently, there are a number of legal requirements not being met, which negatively impact on children's welfare. It also means there are breaches in the legal requirements of the compulsory and voluntary parts of the Childcare Register. Although, there are safeguarding policies and procedures in place, the provider has a poor knowledge of these and has not attended appropriate child protection training. Consequently, she has a poor knowledge of what to do in the event of any concerns, including where an allegation is made against staff, in order to promote children's welfare. In addition, this means that she is unable to provide ongoing support, advice and guidance to any other staff on any specific safeguarding issue as required. Poor record keeping impacts on the efficient and safe management of the out of school club. The provider cannot evidence the suitability of all staff, in order to demonstrate that children are protected. She does not document the details of herself and all her staff, including their qualifications. This has an impact on her ability to demonstrate that children are cared for by adults with appropriate knowledge and skills. There is no record of which staff are present and when. This means the provider is unable to demonstrate that staffing arrangements meet the needs of children and ensure their safety at all times. These breaches in requirements have a significant impact on the safety and well-being of children.

Hazards are identified and minimised through robust risk assessments. For example, children wear high visibility vests when walking to and from school and access is closely monitored. This includes closed circuit television being sited on the entrance to observe who is at the door before this is opened. As part of the risk assessments, accidents are tracked closely to monitor any emerging trends that need to be addressed to promote children's future well-being.

The provider has some basic systems for self-evaluation and demonstrates that the views of children and parents are valued, for instance, through 'Praises and grumbles' questionnaires. However, the provider has failed to identify and address key weaknesses in well-targeted action plans. This has resulted in the Early Years Foundation Stage requirements not being met and an inability to secure continuous improvement. The provider has very informal supervision arrangements for staff, however, this does not extend to all staff. Where this is undertaken, it is not robust enough in ensuring they are fully aware of their roles and responsibilities and have a good knowledge of the learning

and development requirements.

Positive partnerships are established with parents, in order to promote a shared and consistent approach. They receive a variety of information when their children enrol and on an ongoing basis. Regular newsletters are issued and photographs are provided in diaries for parents and on the out of school club's social media website. Parents are complimentary about the out of school club. Some links have been established with local schools. For example, staff members attend trips and obtain information about generic planning, in order to complement activities. However, this is not extended to staff finding out about children's individual learning or exchanging information about their own observations. This prevents staff from gaining a full picture of all of a child's achievements, in order to complement their learning fully and from balancing children's experiences with those in other settings.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- ensure that effective systems are in place for ensuring that any person caring for or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- keep a record of the name, home address and telephone number of every person living or working on the premises on which childcare is provided and retain these records for a period of two years (compulsory part of the Childcare Register).
- ensure that effective systems are in place for ensuring that any person caring for or in regular contact with children is suitable to work with children, which must include obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- keep a record of the name, home address and telephone number of every person living or working on the premises on which childcare is provided and retain these records for a period of two years (voluntary part of the Childcare Register).

## 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>	953889
<b>Local authority</b>	Bradford
<b>Inspection number</b>	872390
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	28
<b>Name of provider</b>	Bright Sparks
<b>Date of previous inspection</b>	06/11/2008
<b>Telephone number</b>	07971 479653

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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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