

Bright Sparks

Hookstone Chase Community Centre, Hookstone Chase, HARROGATE, North Yorkshire, HG2 7DJ

Inspection date

01/04/2014

Previous inspection date

02/03/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- All children are confident, motivated to learn and engage in a wide variety of learning opportunities. This is because staff plan interesting activities that reflect children's interests and stages of development.
- Children's thinking skills are promoted well. This is because staff ensure a range of open-ended resources are available to capture children's imaginations and encourage them to develop new ideas.
- The staff team work well together and clearly understand their individual roles and responsibilities. As a result, there is a clear focus on providing high quality care and a strong drive for continuous improvement.
- Staff have a good knowledge and understanding of how to safeguard children and constantly reflect on their practice. Therefore children are kept safe and secure.
- Parents are respected and involved in all aspects of children's learning and development. Consequently, children's learning is promoted consistently between home and the setting.

It is not yet outstanding because

- On occasion, some children do not take full responsibility for caring for the resources in the environment.
- There is scope to further enhance children's curiosity of the natural environment by providing more tools and resources for them to use to investigate objects and animals.

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.

Inspection activities

- The inspector observed children in the base room and in the outdoor area.
- The inspector completed a joint observation with the manager of the setting.
- The inspector held discussions with the manager, deputy manager, staff, children and three parents.
- A range of documents was inspected including observations, next steps, individual learning plans and tracking of children's progress.
- The inspector checked evidence of staff suitability, training certificates, policies, procedures, risk assessments, registers and the setting's self-evaluation documents.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Laura Hoyland

Full report

Information about the setting

Bright Sparks Pre-School Playgroup was first registered in 1998 as a committee-run playgroup and then re-registered in 2011 as a limited company on the Early Years Register. It is situated in Hookstone Community Centre in the Hookstone Chase area of Harrogate. The setting serves the local area and is accessible to all children. It operates from one room in the centre and there is an enclosed area available for outdoor play. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one member of staff with Early Years Professional status. The setting opens Monday to Friday all year round from 9am until 3.30pm with a lunch club operating from 12 noon until 12.30pm. Children attend for a variety of sessions. There are currently 35 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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 understanding of how to respect resources by encouraging them to tidy away once they have finished playing with them
- extend the educational programme for understanding the world by providing further resources, such as magnifying glasses to further children's opportunities to investigate the natural world.

Inspection judgements

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

The quality of teaching is good because staff have a thorough understanding of all children's interests and individual stages of development. Staff use this information, which is gathered through regular observations, to plan the environment, activities and motivate children to learn. All children engage in a variety of learning opportunities and are keen to involve adults in their play. For example, children hunt for worms and bugs in the outdoor area before discussing them with staff. This is further extended as staff use reference books to support children to learn facts about the garden creatures and their habitats. Staff also support children to make their own wormery, which they are extremely proud of. However, opportunities to closely observe and investigate the natural world are occasionally missed. Other children concentrate on filling vessels with water from the puddles in the outdoor area, they repeat the filling and emptying process consolidating their learning as they develop their mathematical skills. Open-ended resources enable children to use their imagination and develop their thinking skills. For instance, lengths of

textured plastic are rolled out and the texture explored by children who enjoy the tactile experience. Furthermore, pieces of guttering are used by children to experiment with and they use their imaginations to use the materials to transport water. This means children are willing to try new ideas and learn for themselves.

Children are making good progress from their starting points. Staff monitor children's learning and close any emerging gaps promptly. They do this by planning appropriate activities to support children across all areas of learning and development. Children engage in a balance of adult-led and child-initiated learning opportunities and staff know when to become involved in children's play. They also know when to leave children to learn alone or with their peers. For example, children's communication skills are developing well as they confidently read to each other in the book area. Staff know that children love books and use their imaginations well when they are left to have discussions with their friends. Further skills are being developed to support children's future learning. For instance, during large group times, children listen to instructions and work cooperatively as a group when playing group games. Children's confidence and self-esteem is clearly high, which stands them in good stead for their progression from the setting to school.

Parents are fully involved in their child's learning and are very complimentary about the activities and resources children access. Parents with children with special educational needs and/or disabilities are regularly invited into the setting to discuss individual learning plans and create appropriate realistic targets for children to support their progress. All parents are invited to workshops where staff deliver training on children's development and recently on how to manage children's behaviour. In addition, parents have regular meetings with their child's key person and are given home learning guides. These guides give parents ideas of activities they may wish to carry out at home to consolidate their child's learning at home and further develop their interests.

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

The key person system is very well embedded and children remain with the same key person throughout their time in the setting. This means that strong bonds are created between the staff and children, which give children a very secure base to return to should they need reassurance. Children arrive excitedly at the start of the day and are pleased to see the staff, engaging in a wealth of conversations about their weekend, interests and future events. Children part from their parents with ease and demonstrate a high level of confidence because they clearly feel safe and secure. Staff give their time to children from the minute they arrive and make children feel at ease to talk and interact with their friends and adults. The warm and welcoming atmosphere means children are relaxed and happy to learn through play.

Children are developing good independence skills. They manage self-dressing relative to their age and stage of development and access the bathroom independently to take care of their own personal hygiene needs. Children independently access the wide range of resources and choose what to play with. Staff support children to tidy up at the end of the session, however, on occasion children do not fully respect resources or tidy them away

when they finish playing with them. Children behave well and understand the rules and boundaries of the setting. Staff use calm and caring voices to talk to children and explain clearly the behaviour that is desirable. This means children learn what is right and what is wrong.

Regardless of the weather children keenly access the outdoor area. They wear waterproof suits during inclement weather and enjoy exploring activities where they can use their large muscles and move freely. For example, they carefully negotiate moving on large plastic crates, ride on scooters and dig in the muddy area. These outdoor activities enable children to access the fresh air throughout the day and engage in physical exercise. Children are also developing healthy practices as they sit with their friends and staff at snack and meal times. Children enjoy water, milk and fruit at snack time and bring packed lunches from home for meal times. Staff ensure that meals provided are healthy and nutritious. They provide information for parents on healthy foods and support parents with ideas of foods that support children's growth and development. This cooperative working supports all children's well-being.

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

The inspection was brought forward by Ofsted due to a notification made by the provider with regard to a child leaving the garden area and accessing the secure school yard unsupervised. Since the incident staff have changed the material that covers the fencing to make it difficult for children to climb on and they have increased the number of staff deployed in the outside area. In addition, risk assessments have been reviewed and all staff have attended behaviour management training. Staff clearly understand their roles and responsibilities to safeguard children. They have all attended safeguarding training and can identify the signs and symptoms of abuse. In addition, staff understand how to safely recruit any new members of staff even though the low turnover of staff has meant that there has been no need to recruit during the last few years. All staff have been vetted and are suitable to work with children.

All staff work well together to create a strong ethos of teamwork. Staff know their roles and responsibilities and clearly focus on providing children with exciting learning opportunities through a good level of teaching. The manager holds Early Years Professional status and regularly observes staff practice. She gives constructive feedback, which supports each member of staff to have a clear focus to develop their personal practice. In addition, staff have regular supervision meetings and appraisals, which form personal development plans and training is sourced to enable staff to learn new skills and update their knowledge. This means staff are continually developing themselves to provide good quality care and education.

Staff listen to parents' views and obtain these regularly through parent questionnaires. Parents feel staff are very approachable and they find it difficult to suggest any improvements the setting could make. Staff are aware of the setting's strengths and areas they want to further develop. This means the capacity to keep improving is good. Partnerships with other professionals are well developed and staff know the different

people to obtain support from when required. Professionals are welcomed into the setting on a regular basis to discuss children's special educational needs and/or disabilities. Clear communication and a professional approach to partnership working means that all children are very well supported in all aspects of their learning and development.

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

Unique reference number	EY434609
Local authority	North Yorkshire
Inspection number	966372
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	35
Name of provider	Brightsparks Pre-School Playgroup Ltd
Date of previous inspection	02/03/2012
Telephone number	01423883370

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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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