

Bright Sparks

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

Inspection date

06/11/2014

Previous inspection date

14/05/2014

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- Children's learning at school is complemented very well in the club because staff provide a range of activities that are linked to children's interests. Consequently, children continue to develop their knowledge and skills.
- Children form very strong relationships with key persons, who provide good emotional support at all times.
- The team work closely with parents and other professionals to meet children's individual needs effectively.
- Staff understand and fully put into place the policies and procedures which relate to child protection and keeping children safe at the club.

It is not yet outstanding because

- The book corner is not as inviting or interesting as other areas within the club, to ignite children's interest in books and develop their literacy skills further.
- Children's learning, with regard to ways in which they are similar and what makes them different, is not fully maximised. This is with specific reference to their awareness of cultural, religious and community events and experiences.
- Staff do not always help children learn about the benefits of healthy eating.

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 had a tour of the club and discussed how the club operates.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
 - The inspector looked at a sample of children's records, the planning documentation and risk assessments, and discussed a range of policies, including safeguarding, complaints and behaviour management procedures.
- The inspector spoke with staff and children during the inspection and observed children at play.

Inspector

Amanda Forrest

Full report

Information about the setting

Bright Sparks was registered in 1999 and is 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. 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. The club currently opens five days a week, during term time only, from 7.30am to 8.45am and from 3.15pm to 5.45pm. Children attend for a variety of sessions. There are currently 26 children on roll, three of whom are in the early years age range. The club employs five members of childcare staff. This includes the provider, who is also the manager. Four staff members hold appropriate qualifications at levels 3 to 5.

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 good development of literacy further by creating an enticing book corner for children to help develop their interest in and enjoyment of books
- enhance opportunities for children to learn that they have similarities and differences, for example, by extending their awareness of cultural, religious and community events and experiences
- use routine activities, such as snack times, more effectively to help children learn about the benefits of healthy eating.

Inspection judgements

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

The needs of the children who attend the club are well catered for. The staff have a good understanding of children's abilities and next steps in their learning. Staff exchange information with the school teachers to ensure they are aware of the learning needs of the youngest children. In addition, staff discuss the needs of the children with their parents. This ensures that any learning needs they have identified are able to be supported in the club and at home. In this way, staff are fully informed about the assessments of children abilities by their main provider of the Early Years Foundation Stage and their parents. This information enables staff to ensure their teaching is good. In addition, children add their own ideas to the planning board. Consequently, children are active learners and feel fully involved in their own learning. Staff provide sufficient challenge for the children to ensure

they are well occupied and supported to continue to make expected progress. For example, staff discuss collage pictures children have taken time and care to complete. They take the opportunity to encourage children to count and recognise shapes in their work and retell the story of their collage picture. This supports children's mathematical, literacy and communication skills. The staff also recognise that the children have had a busy day and this is their leisure time where they need to relax. Children have choice in the activities they engage in. They are able to select activities from the resources provided and request other items from those stored in the toy cupboards.

The children are very confident and happy. Staff make effective use of the space and available resources and provide a range of activities that cover the seven areas of learning. However, the free-choice resources do not always offer as many learning opportunities for children to further promote their awareness of cultural, religious and community events. For example, there are few related resources, such as photographs, posters and role-play resources, to enhance children's understanding of the differences between themselves, their friends and others in the local community. Nevertheless, staff discussions positively promote children's confidence and self-esteem extremely well. The children have good vocabularies and are supported to learn new words. They become confident in talking in small groups and talk about their day at school. This reinforces the communication and social skills they need to be successful at school. Children write their name on their work, as staff reinforce the letters and sounds which form their name. Children see words displayed around the club and are provided with a good range of fiction and non-fiction books. However, the book corner is not set out to be particularly inviting and does not fuel children's keen interest in all aspects of literacy, particularly reading.

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

Children form very strong relationships with key persons who support them effectively at all times. Staff welcome children warmly as they collect them from school and they give cuddles which comfort children when they are unsettled. The settling-in period is tailored to children's individual needs, and parents' requests are taken into account when providing care for children. For example, children's snack preferences and dietary needs are respected and addressed. Therefore, children experience a smooth move between school and the club due to the continuity in practice. The good interactions with staff and other children help them to develop social skills that complement their learning in school.

Staff constantly talk with children and respond promptly if they need support. Therefore, children feel valued and are emotionally secure in the club. Children are well behaved because staff use a range of methods to promote good behaviour, including club rules. The children have developed these rules so they understand what is acceptable, thereby developing their understanding of the boundaries of behaviour. Children play well with peers and spontaneously take turns at using resources, for example, when using information technology and working creatively. They are confident as they move around the rooms and request assistance when needed. For example, as children take sensible risks under supervision while using scissors to cut complex shapes, they ask staff for guidance. By concentrating on how staff move scissors around the curved shapes, children

develop a clear understanding of using one-handed tools safely.

Children's independence skills are consistently promoted through activities. For instance, they choose their own resources and they can help themselves to drink when they wish because water is always within reach. Snack times are social occasions when children sit together, which promotes their social skills through conversation. Children talk about their favourite fruits and the benefit of drinking water. However, staff do not always focus more precisely on the benefits of eating the healthy foods, which are served daily to extend their knowledge of healthy lifestyles. Children demonstrate good understanding of keeping themselves safe as they remind each other about walking when near the road and wearing high-visibility vests outside when it is dark. Children have access to the outdoors if they wish to engage in vigorous play or the indoor environment, where they can choose more restful activities according to their preferences. The effective deployment of staff ensures children are competently supervised during activities.

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

Leadership and management are good. The manager and staff at the club demonstrate a strong understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. Since the last inspection and monitoring visits, the team have addressed each action set by Ofsted and have devised action plans that have been precise and focused to ensure rapid progress. The manager and all members of the team have received bespoke training in relation to safeguarding procedures and policies. All the team can clearly discuss possible signs of abuse and the appropriate action that they would take, and understand who has the lead responsibility in the club. In addition, the manager has developed comprehensive systems to check evidence of staff's suitability and identity. She completes a Disclosure and Barring Service check for all staff, in a timely manner. All documentation is clear and readily available for inspection. Staff have a clear understanding of the risk assessments for the building and grounds and the collection of children from school. They are aware of additional risks posed by working in a shared building and take any necessary precautions. For example, ensuring daily checks are completed before the children arrive.

Staff supervisions are undertaken and the manager knows the key strengths of all her staff members. She monitors activities to ensure children have a good balance of experiences which cover all areas of learning and complement their day at school. Staff are strongly encouraged and supported to undertake further training and qualifications. This has a positive effect on their ability to provide quality learning experiences within the children's leisure time. The club has a good capacity to maintain continuous improvement as the manager acknowledges the expertise of her staff and encourages them and parents to become involved in setting the priorities for improvement. The manager is fully aware of the recent changes to the Early Years Foundation Stage.

Partnerships with parents and carers are good. Parents are delighted with the service provided by the club and find the staff approachable and friendly. They have access to information about how the club operates through the policies and the notice boards. The

activities children take part in and their learning are discussed with parents by the child's key person. Partnerships in the wider community are used to develop the quality of education. The club links with other professionals to help children with special educational needs and/or disabilities as the need arises. The staff develop strong links with the children's main provider of the Early Years Foundation Stage to aid the move between school and the club. This helps provide continuity in children's care, for example, by ensuring staff are aware if a child has been upset during the day and sharing diaries if required.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	953889
Local authority	Bradford
Inspection number	976963
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	26
Name of provider	Bright Sparks
Date of previous inspection	14/05/2014
Telephone number	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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