

Inspection date	15 September 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision is good

- The manager and the majority of staff are qualified. They use their knowledge to continue to deliver the learning and development requirements of the early years foundation stage. This helps all children to gain a wide range of skills needed to support their future learning.
- Staff provide children with daily opportunities to be involved in active play. Children's physical skills are well fostered and they thoroughly enjoy using large play equipment in the outdoor environment.
- Children are actively encouraged to make their own choices and decisions, which helps them to feel valued and appreciated. Staff support children to have a go and to try new experiences.
- There are good systems in place for staff recruitment, induction and vetting processes. Staff are fully aware of the expectations of their role and responsibilities.
- Staff are well supported by the manager to further their professional development. They participate in supervision sessions, team meetings and training opportunities, to ensure they continually keep up to date with changes to guidance and legislation.

It is not yet outstanding because:

- Although staff have established very good links with the host primary school, partnerships with some local schools have not been fully developed to create a consistent and complementary approach to children's learning.
- Occasionally, staff do not allow children enough time to think and respond to questions.

What the setting needs to do to improve further

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

- strengthen partnerships with some local schools so that there is a more effective method for sharing more detailed information about children's learning and development
- give children more time to formulate their answers and respond to questions to enhance their thinking skills.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents and carers spoken to on the day of inspection.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management is good

The manager fully understands the benefits of reflecting on practice in the setting. She is confident to discuss current strengths and areas for future improvement. The views and feedback from others, including parents and children are efficiently used to support the self-evaluation process. Staff work well together as a team and communicate on a daily basis to share ideas and suggestions. The arrangements for safeguarding are effective. Staff have a good knowledge of child protection procedures and know who to contact externally if they have any concerns about children's welfare. Staff are also aware of potential signs and symptoms of abuse. The premises are safe and secure for children. Written risk assessments and safety checks are completed to enable staff to recognise and minimise any potential hazards in the indoor and outdoor environments. Staff successfully implement a wide range of policies and procedures, helping to promote children's welfare.

Quality of teaching, learning and assessment is good

Staff ensure parents are kept informed about their children's activities and daily routines. Parents are very positive about the service they receive. They make comments, such as, 'The setting offers me everything that I could need' and 'Staff are lovely, fantastic and approachable'. Staff interact effectively with children and provide them with a good selection of fun and interesting experiences. This supports children to become actively engaged and focused in their learning. Children of all ages are confident to communicate with their peers. For example, they comfortably talk, as part of a group, about their day at school. Staff offer help and support to younger children when required and provide a consistent level of guidance and reassurance. Children are encouraged to lead their own play and learn how to share and take turns. Staff successfully promote children's expressive arts and design skills. Children show enthusiasm and develop their imagination as they participate in role play, such as acting out a puppet show. In addition, children express their creativity during craft activities. For instance, they use a variety of painting resources and materials to make their own Olympic rings and medals.

Personal development, behaviour and welfare are good

Children behave well as they are fully aware of what is expected of them. Staff have a calm approach and provide children with clear explanations and simple instructions. Children start to gain their own understanding of how to keep themselves safe as staff continually reinforce boundaries throughout their play. Children are independent and easily complete small tasks, such as helping to prepare their own snacks. Staff positively support healthy lifestyles. Children are encouraged to follow clear hygiene practices, are offered a variety of nutritious food and engage in discussion with staff about the importance of healthy eating. Staff create a fun and relaxed atmosphere which effectively promotes children's emotional well-being. Children are very happy and content in their surroundings and develop a good sense of belonging.

Setting details

Unique reference number	EY486657
Local authority	South Tyneside
Inspection number	1010042
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	30
Number of children on roll	108
Name of registered person	Patricia Margaret Fenwick
Registered person unique reference number	RP516943
Date of previous inspection	Not applicable
Telephone number	07982238847

Bright Sparkz was registered in 2015. The setting employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, from 7.30am until 8.50am and from 3.30pm until 5.30pm, during school term time.

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