

Sparks Play & Care

The Terrapin, Sefton Park Schools, St. Bartholomews Road, Bristol, BS7 9BJ



Inspection date	19 January 2017
Previous inspection date	3 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Children enjoy the play experiences on offer. Staff plan a range of exciting opportunities which cater for children's interests.
- Children are kind and considerate. They understand what is expected of them and respond well to the club's routines.
- The manager monitors staff's practice effectively and identifies their professional development needs. This has a positive impact on children's play. For example, play leaders have received training to help them effectively deliver a balance of activities so that children experience a greater range of play opportunities.

It is not yet outstanding because:

- Staff do not provide consistent support for children's play. On occasion they miss opportunities to extend children's imaginative ideas. Children sometimes lose interest and become a little unsettled.
- Staff do not make the most of all available opportunities to encourage children to do things for themselves, particularly after finishing one activity and before starting another.

What the setting needs to do to improve further

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

- make the most of all opportunities to support children's imaginative play ideas and help children remain focused and settled
- use all opportunities available to encourage children to take more responsibility for their actions and develop their independence and self-help skills.

Inspection activities

- The inspector observed staff's interactions with children across the setting.
- The inspector looked at documentation, including the setting's safeguarding policy.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with children and parents and took their thoughts and opinions into consideration.
- The inspector conducted a leadership and management meeting with the manager.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Management and staff have a well-developed understanding of safeguarding procedures and child protection issues; they have attended training to keep their knowledge up to date. Managers and staff evaluate the setting and make targeted and well-considered improvements to provide children with a range of exciting play opportunities. For example, staff have focused on providing children with interesting craft materials so that they can work on their own models and designs. Managers and staff work well with other professionals to provide a shared approach to meeting children's needs. This is particularly effective for children who have special educational needs and/or disabilities.

Quality of teaching, learning and assessment is good

Staff build on children's love of learning, complementing what they learn at school. For example, they encourage them to write recipes for chocolate brownies and then help them find the ingredients to bake them. The youngest children are well looked after and get on well as part of the larger group. For example, older children help them to make houses for their toys out of egg boxes and then they carefully decorate them together with sequins and feathers. Children get lots of fresh air and physical play opportunities. For example, they play games on wheeled toys, and tell stories using a giant doll's house in the playground.

Personal development, behaviour and welfare are good

Children have lovely relationships with staff. They benefit from being cared for by familiar adults who care for and treat them with kindness. Staff work closely with parents and the school. This helps them to fully understand and meet children's care requirements. Children get on well with their friends and often help each other. Children develop a good understanding of how to stay well. They eat a range of healthy foods at snack time. For example, they choose from cheese, cucumber and tomato wraps, and help themselves to fresh water and milk.

Setting details

Unique reference number	EY376224
Local authority	Bristol City
Inspection number	1068887
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	3 - 8
Total number of places	56
Number of children on roll	92
Name of registered person	Sparks Co-operative Ltd
Registered person unique reference number	RP525287
Date of previous inspection	3 March 2014
Telephone number	01179244439

Sparks Play & Care registered in 2008 and operates from Sefton Park School, Bristol. It operates a breakfast club on Monday to Friday from 7.30am to 8.45am and an after-school club on Monday to Friday from 3.30pm to 6pm. It also opens all day during school holidays. There are 16 members of staff who work with the children. Of these, the manager holds early years professional status and five staff have relevant childcare qualifications.

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