

# Fionas Sparklers

Mary Exton School, St. Michaels Road, HITCHIN, Hertfordshire, SG4 0QA



<b>Inspection date</b>	31 January 2017
Previous inspection date	23 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff provide children with a wide range of stimulating activities linked to their current interests. Children say they love coming to the club and that staff always listen to their ideas. Children talk about their favourite outdoor spaces and how much they enjoy the weekly craft table, which they can use at any time.
- Partnerships with parents are well established. Staff use effective strategies to keep them informed about upcoming events and activities that children take part in. Parents feel their views are valued and any requests they have are swiftly responded to.
- An effective key-person system promotes children's well-being and independence. Staff take a sensitive approach to helping children manage their own personal needs, based on their detailed knowledge of each child, so they can adapt the level of support that they provide.
- Children develop close relationships with children from all age groups. They share resources and take turns as they play games together. Children show kindness and care towards others, helping the new children to become familiar with the daily routines.
- Children gain an understanding of managing risks through daily activities. For example, although closely monitored by staff, older children are responsible for making their own way safely to the club. All children know that outdoor apparatus must be used in the correct way.

### It is not yet outstanding because:

- The provider is not making the best potential use of supervision meetings to monitor and evaluate staff's practice. There is too little focus on developing staffs' level of skill and knowledge to the highest level.
- Not all staff members are fully involved in the evaluation of the club's practice to drive continual improvement in the best way possible.

## What the setting needs to do to improve further

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

- strengthen the focus on monitoring and evaluating staff's practice during supervision meetings, to more precisely identify areas for professional development
- extend the evaluation of practice further, seeking the views of all staff to contribute to the drive for continual improvement.

### Inspection activities

- The inspector observed the activities indoors and outdoors, and the interactions between staff and children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the club provider.
- The inspector held a meeting with the club provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Rachel Pepper

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a secure knowledge of child protection issues, including most recent government guidance. They know the procedures to follow if they have any concerns about a child's welfare or the practice of another member of staff. Robust recruitment procedures ensure the suitability of all adults working with children. Staff undergo a thorough induction process and are clear about their roles and responsibilities. Children benefit from staff's established links to the onsite school. This enables them to have access to many areas of the stimulating environment and experience continuity in their care and development. For example, staff regularly share information with children's teachers. This helps staff to plan for children's individual needs and to complement the skills they are developing at school.

### Quality of teaching, learning and assessment is good

Staff embrace challenges set by the provider to regularly refresh areas of the club and maintain children's engagement. For example, staff recently devised a display board of children's favourite things. This led to children making comparisons with each other, stimulating their conversation. Staff listen perceptively to children, helping them to build on their thoughts and ideas. They provide many opportunities for children to take part in and help to organise special events. For example, children recently competed against another club to win a games console. They also helped to organise a pamper session for parents and carers, which included treats, such as a hand massage, sparkling water and cupcakes. Children welcome the suggestions staff make as they engage in imaginative role play. Planned activities are popular with children of all ages, they are eager to take part and follow staff guidance. For instance, children combine ingredients, such as lard and raisins to make a bird feeder. They carefully place their mixture into a mould to set. Children enjoy talking about the birds that visit their own garden as they concentrate on completing their task. Staff praise children's efforts, helping to raise their levels of confidence.

### Personal development, behaviour and welfare are good

Children enjoy their time in the club, often expressing to parents their preference to attend the setting. Staff gather detailed information from parents and children before they join. This helps staff to alleviate any concerns they may have and ensure children quickly feel secure in their new surroundings. Effective deployment of staff and good levels of communication provide a safe environment and give children choice about where they wish to play. For example, staff use two-way radio receivers to keep in contact with each other as children move freely between the indoor and outdoor areas. Outdoors, children use high levels of energy as they play chasing games with friends. They run at speed, negotiating space as they competently avoid obstacles and other children. All children behave well and are eager to take on the responsibility of small tasks. They help to lay the table at mealtimes and stack away the chairs when everyone has finished. Staff have a good knowledge of children's dietary requirements and strictly adhere to these, helping to promote their good health.

## Setting details

<b>Unique reference number</b>	EY366126
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1065088
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Fiona Kaye Minett
<b>Registered person unique reference number</b>	RP902985
<b>Date of previous inspection</b>	23 May 2013
<b>Telephone number</b>	07925379905

Fionas Sparklers was registered in 2007. The out-of-school club operates from the Mary Exton School in Hitchin and serves the host school. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 or above, including the owner who holds an early years degree. The club opens each weekday during term time only. Sessions are from 3pm to 6pm, Monday to Thursday and from 3pm to 5pm on Friday. Children attend for a variety of sessions.

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