

Fiona's Sparklers

Ickleford Primary School, Arlesey Road, Ickleford, HITCHIN,
Hertfordshire SG5 3TG



Inspection date	19 December 2018
Previous inspection date	1 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 provider regularly evaluates the provision and has clear plans to support continuous improvement. For example, she has implemented a more precise process to monitor staff performance with the aim of raising practice to an even higher level.
- Children enjoy their time at the club. They say they really enjoy the arts and crafts and get to spend lots of time outside. Following the provider's observations of children's play, she has sourced further resources to heighten the older boys' levels of interest and engagement.
- Staff provide children with clear information about what activities are available. They encourage them to try out new experiences and praise them for their efforts. This helps children to make informed choices about how they spend their time and builds on their level of confidence.
- The key-person system effectively promotes children's well-being. For example, staff gather detailed information from parents about each child when they join. They find out what they like to play with and aspects of their daily schedule that may affect their mood. This helps to support children to experience a seamless move into their new environment.
- Parents are very happy with the care provided. They say that their children have a lovely time and are always smiling upon collection, keen to show them what they have made. Parents feel that the provider keeps them fully informed about what is happening in the club and promptly responds to any questions that they have.
- Children who choose to take on roles of responsibility within the club, such as monitoring that all children have had a snack, are not consistently provided with support to deepen their understanding of their role even further.
- Planned activities are not consistently organised to minimise nearby distractions and maintain children's focused attention.

What the setting needs to do to improve further

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

- provide children who choose to take on responsibilities in the club with more support to deepen further their understanding of their role
- review the organisation of planned activities to make the most of the time and space available, to minimise distractions to children's focused attention.

Inspection activities

- The inspector observed the activities indoors 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 provider.
- The inspector met with the headteacher of the host school and held a meeting with the provider. She looked at relevant documentation and evidence of the suitability of staff working in the club.
- The inspector spoke to parents during the inspection and took account of their views. She reviewed written feedback from parents and children.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff regularly refresh their knowledge on all aspects of child protection. They know the procedures to follow if they have any concerns about children's welfare. Risk assessments are robust. The provider swiftly highlights any potential hazards and works closely with the school headteacher to determine a solution. Cooperative relationships between staff and the class teachers help to promote consistency for each child. For example, staff share information about children's achievements and the skills that they are working on. The provider implements the club policies consistently and actively promotes equality and diversity. For instance, she completes regular audits of the activities and experiences children take part in and looks at further ways for children to become involved and have their say.

Quality of teaching, learning and assessment is good

Staff explain to children the purpose of planned activities and demonstrate how to use tools safely. Children listen carefully as they place their fingers at a safe distance to grate carrots to make reindeer food. They take turns and remind others when it is their go to use the glitter pot. Children use their hands to combine glitter with seeds and oats before tipping the mixture into a decorative bag. Older children help to support the younger children to form the letters of their name as they label their creations. Children take part in competitive games and develop an understanding of the rules from a young age. For example, they play pool and use their memory skills during a board game to pick the correct cards. Children draw on their imagination as they build with small, coloured bricks and develop make-believe stories around small-world figures. They develop a range of skills to support their more formal learning.

Personal development, behaviour and welfare are good

Children feel safe and secure at the club. They talk to staff about how they are feeling each day and know that their views are valued. One of the ways staff achieve this is through use of a comments tree they have made. Children freely write down what they have enjoyed and any requests they may have. These are reviewed by staff and considered on a daily basis. Staff provide children with clear expectations of behaviour. They use strategies gained from recent training to ensure any minor upset is managed in a positive way and quickly resolved. Children play well with children of all ages and develop some special friendships. Upon arrival they look out for particular children and quickly settle down with their chosen games. Children become independent in managing their own personal needs. For example, they choose to have a snack when they are hungry and spend time in the quiet area when they feel the need to rest and relax. Staff remind children to wash their hands after craft activities and before they eat. They talk to children about why they need to sit down when they have food in their mouth. These are some of the ways that staff promote children's good health.

Setting details

Unique reference number	EY349914
Local authority	Hertfordshire
Inspection number	10073880
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	26
Number of children on roll	45
Name of registered person	Minett, Fiona Kaye
Registered person unique reference number	RP902985
Date of previous inspection	1 March 2016
Telephone number	07542103536

Fiona's Sparklers registered in 2007. The out-of-school club serves the host school. The club employs three members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and the owner holds an early years degree. The club opens Monday to Friday from 3.30pm to 6pm, during term time only.

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