

# Sparks

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY344319
<b>Inspection date</b>	25 July 2007
<b>Inspector</b>	Claire Sheldrake
<b>Setting Address</b>	Stoberry Park Infant & Junior School, North Road, WELLS, Somerset, BA5 2TJ
<b>Telephone number</b>	07845980041
<b>E-mail</b>	
<b>Registered person</b>	Sparks After School Club
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Sparks is a committee run after school club and holiday play scheme. It opened in 2007 in its current location, however it has been registered with Ofsted since 2001. It operates from its own building within the grounds of Stoberry Park School, in Wells, Somerset. A maximum of 32 children may attend the group at any one time and there are currently 65 children on roll. The group opens five days a week during school term times. Breakfast Club is from 07.45 until 08.45 and after school sessions are from 15.15 until 18.00. There is a holiday play scheme which operates from 08.00 to 18.00, for selected weeks during the holidays.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children learn about, and carry out good hygiene routines to promote their health. For example washing their hands before eating and handling food, and after playing out on the school playing field. If children have an accident, their needs are well met. Staff are trained in first aid and emergency treatment consent for each child has been sought from the parents. Records

of these accidents are maintained, and are shared with parents, however one has a signature missing.

The provision has a clear policy for administering any medication to a child and parental permission has always been sought before medication is given. This documentation, along with accident records, ensures that children's health is carefully monitored and recorded.

Children enjoy a balanced and wholesome diet. They are able to have a cooked breakfast, a hot meal for lunch and a snack tea. Children are sometimes involved in the preparation of their own meals and snacks, cutting up food and making their own sandwiches. Children remain well hydrated. There is free access to a variety of drinks, prepared in jugs for children to help themselves. Staff are vigilant to monitor how much children are drinking, and remind and offer drinks to children, who have been running around outside.

Children are developing a good range of physical skills. They are able to explore through the wooded area, race around in large open spaces on the playing field, play football, climb and balance on equipment in the play ground. They enjoy the school hall for run around team games and races.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a purpose built setting, which is modern, light and safe. The premises opens out onto the school play ground and children can safely walk from one setting to another. Younger children are always escorted by a member of staff, and those that arrive or go home in a taxi, are always fully supervised.

Within the setting children are able to play safely. There has been good attention to fire prevention and documentation supports this. Fire drills are carried out each term, and are linked to the main school building. A detailed risk assessment has been carried out by staff and this has ensured that socket covers are in place, and there is regulation of the water temperature in the bathroom. Children are cared for in a secure environment. The entrance door is alarmed and makes a noise every time it is opened. This ensures that visitors are not able to enter or children leave the building unnoticed.

Children are able to use equipment safely. The children are closely supervised when they use scissors and needles, and are encouraged to be independent, and keep themselves safe.

Children are well supervised whilst at the provision. A member of staff is always outside if children are playing there, and when in doors staff motivate the children to take part in activities with them.

Children's welfare is protected. Staff have recently been trained in child protection procedures and are aware of reporting any concerns. A written policy is in place, however it does not refer to the new safeguarding children board.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are engaged in a wide range of activities. They play indoors, with board games, completing puzzles and watching videos. They design and make outfits for themselves out of material and sew pieces together. They make bags and decorate them with glitter and buttons.

The children play cooperatively together in small friendship groups. Some enjoy the crafts whilst the others prefer to be out of doors.

Children are able to make their own choices about what they want to do. Staff have set up exciting activities but the children are allowed to develop and create their own games as they wish. A group of children are involved in searching for lost footballs in the long grass, and they make maps with special pens to follow, to help them find them. Their imaginative skills are being well fostered. The children love to explore in the wooded area and have made dens here to play in and hide.

The children have access to technology. They play on a computer, and participate in cooking activities, baking chocolate chip muffins in the oven.

As well as busy activities children are able to relax and rest. A large sofa and cushions allow them to stretch out, snooze and listen to their favourite music, or watch a video.

## **Helping children make a positive contribution**

The provision is good.

The children are settled, happy and are involved in activities. They play in small friendship groups and enjoy the staff interaction. The children are treated with equal concern, each is encouraged to join in, and are respected for making their own choices. The children are helped to feel that they belong, they see themselves on a large poster of photographs.

Staff follow topics and themes in their activities, and this includes festivals from other cultures. The children are encouraged to bring in items from home to extend these topics.

Children with special needs are well supported within the group. Good staffing levels ensure that children are given one to one attention when it is necessary.

The children play in an environment which encourages good behaviour. They are kind to each other and respond well to staff. They readily use good manners when asking and being given things, especially at tea time.

Staff have developed good relationships with the parents. When they arrive to pick up their children they stay and talk about their child's day and exchange information about future sessions. Parents have filled out questionnaires, answering questions about their childcare preferences. Staff use these to try and ensure that their needs are met. Documentation which includes policies and procedures is shared with parents, however the complaints procedure does not give parents enough information about how to register a complaint to Ofsted.

## **Organisation**

The organisation is good.

The children are able to enjoy a range of activities both in and out of doors. The day is organised to encourage children to be part of structured session and to experience free play, to work together as a group and have time to play by themselves.

The children are cared for by an established team of experienced staff, who are qualified and have attended many training workshops. Each session is well staffed to allow children to have plenty of one to one attention, which contributes to them feeling settled and secure.

A daily registration system is in place and it includes the time of arrival and departure of each child and the staff present. Parents are asked to sign their children out as they leave the session to ensure that all children do not leave the premises alone.

Most other documentation is in place and is kept securely in lockable filing cabinets. These are then retained for the appropriate timescales.

The provision meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted, that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop your complaints procedure so that parents know how to make a complaint
- make sure that the child protection policy refers to the local safe guarding children board.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)