

# Sparks

Stoberry Park Primary School, North Road, Wells, Somerset, BA5 2TJ

<b>Inspection date</b>	09/05/2014
Previous inspection date	28/04/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children are confident, settled and enjoy their time in the provision. They develop strong attachments with staff, which effectively supports their emotional well-being.
- Staff implement effective systems to minimise hazards both indoors and outdoors. Robust safeguarding procedures ensure the children are protected well and feel safe in the club.
- Partnerships with parents and the school are good and this provides children and the provision with a strong network of support.
- Teaching is effective because staff know how to help children through regular conversations, and building on what they know and can do. Staff encourage children to think and be independent, and this helps children to become fully engaged in their learning.
- Staff remind children of the club's rules and boundaries. Consequently, children behave well and are kind and considerate to their friends and others.

### It is not yet outstanding because

- There are opportunities for children to further develop their early reading skills by enhancing the range of environmental print throughout the club.
- There is a lack of initial information retrieved from parents about individual interests and starting points, and to celebrate achievements from home.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed children at play indoors and outdoors, both before and after school, at the provision.
- The inspector carried out a joint observation with the manager.
- The inspector discussed the provision with the staff and the children.
- The inspector sampled paperwork including policies, suitability checks, risk assessments and children's individual files.
- The inspector sought the views of parents through discussion.

## Inspector

ISP Inspection

## Full report

### Information about the setting

Sparks is run by a parents' committee. It opened from its current premises in 2007 and operates from open plan rooms, with adjacent toilets, in a purpose-built building. Children have access to the school's secure, enclosed, outdoor play area. It is situated within the grounds of Stoberry Park School, in Wells, Somerset.

The club is open each weekday from 7.30am until 8.45am and from 3.15pm to 6pm term time only. There is a holiday play scheme which operates from 8am to 6pm for selected weeks during the holidays. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 103 children on roll, of these, 5 are in the early years age range. The group provides care for children up to 11 years. The group currently supports a number of children with special educational needs and/or disabilities. There are seven members of staff, six of whom hold an early years qualification.

### What the setting needs to do to improve further

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

- extend the links with parents to provide opportunities for them to be more involved in their children's learning, for example, by completing initial interest sheets and regularly sharing home achievements
- further develop children's pre-reading and literacy skills, for example, by enhancing the range of print seen around the environment, such as by using words, signs and numbers to label resources.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending the out-of-school club. They happily arrive and make conversation with staff and friends. They settle quickly as they know the routines for arrival, such as taking their coats off, washing their hands and choosing a snack. This routine happens in the morning before school and similarly after school, this helps children become familiar and secure in the club. During school holidays, the club opens daily and children experience a range of activities tailored to their interests. The children are independent and there is a homely atmosphere. As a result, they are happy to attend. Teaching is good and staff have a secure knowledge of how children learn, using what they know to plan activities and resources that reflect children's individual needs and abilities. Staff become involved in the activities that children undertake, coming down to

their level and helping their growing ideas as they play. As a result, all children are actively engaged in play. Staff demonstrate good teaching skills and take interest in children's interests. For example, children play with a spinning top and staff take time to discuss how it works. This interest is further extended by planning more related learning. The staff know the children really well and make conversations about familiar subjects. They ask how other siblings are and remember significant events that stimulate further conversation, consequently, children feel comfortable and respond to this friendly interest. Staff build their knowledge of children through the use of observations. Staff complete these regularly and enhance these with photographs. Samples of children's work in their development books offer an insight into children's learning and skills. This information shows that good progress is being made towards the early learning goals. Staff build on what children have been learning at school and teach children with enthusiasm and genuine interest. Children respond with excitement and this complements their school day.

Staff encourage children to independently access the resources they need when outdoors. For example, children make dens and staff encourage them to find the think about and find the resources they will need to do this. Staff support children's ideas further by making helpful suggestions like "how do you think the den will stay strong?" Children excitedly rush inside to find string to tie the den together. This shows they are learning to think for themselves and this helps build their confidence. Children's language skills are good. Staff regularly engage children in conversations, asking appropriate and challenging questions, to enhance and extend children's critical thinking. In addition, support for children who have special educational needs is good. Staff take time to develop and enhance relationships and make sure individual needs are met. Children are learning to appreciate diversity and the world around them. For example, they create displays to learn about Chinese New Year. The setting has ample displays and resources that help children understand about difference, the images are positive and varied. Children can access a multitude of resources that reflect their different ages and abilities. Although there are many books and board games there is scope to enhance children's pre-reading skills further as there is limited labelling and words in print around the room.

The key-person system is fully embedded. Each member of staff makes good connections with parents to exchange information. Daily verbal discussions and "Family Breakfasts" help to keep the information about individual needs current. However, there is less information gathered about children's initial starting points and individual interests from parents. This means that staff miss some chances to celebrate and share children's home achievements within the club.

### **The contribution of the early years provision to the well-being of children**

Children are happy at the setting. Relationships between staff and children are good. This familiarity helps children to settle quickly and easily. When children are unsettled before school, staff are sensitive; they make certain that reassurance and nurturing result in a positive start to the day. This individual attention gives all children emotional security and equally, care and comfort at the end of the school day as well. Children display good levels of confidence as they confidently engage with each other, staff and visitors. Staff

are excellent role models and are keen to join in with children's play, and, children benefit from this genuine attention. Children make secure attachments with their key person. Parents know who to go to share information that benefits their children's enjoyment at the club. Staff consistently encourage children to help themselves and this empowers them. Consequently, they confidently initiate their own play and feel at home at the club.

Staff teach children to learn how to be safe at the provision. They do this by reinforcing boundaries and praising appropriate behaviour. Children behave well because of this consistent care. Staff help children learn about emergency evacuations by regularly practising the evacuation drill with them. This raises children's awareness of potential dangers. Hygiene standards are good. The spread of infection is minimised because staff have established a routine where children wash their hands as they enter and before they eat. When children forget staff are quick to remind them and children respond respectfully, this helps them understand rules and routines and develop healthy attitudes for life. This attitude is further embedded with healthy options for breakfasts and teatime snacks. Staff ensure any special requirements regarding children's dietary needs are known and understood before they begin so that children are only given foods that are suitable to their individual needs. For example, any allergies are fully discussed, recorded appropriately and shared with all staff. This ensures everyone is fully informed of children's individual needs and these details are displayed in the food preparation area to reinforce them. Staff are adept at realising which children require help and promoting independence for those that are ready. This gives children complete support, especially when they may be tired. It also means that children are learning to become independent and learning to manage their personal needs.

Many resources stimulate children's interests. There is a wide range of options in a well laid out provision means that everyone finds something to enjoy. Outside the decked sheltered area alongside the playgrounds of the school are utilised effectively. The large outside area gives children plenty of opportunities to let off steam after their school day; they do this with freedom and excitement. This makes certain their physical and emotional well-being is supported and positively celebrated.

### **The effectiveness of the leadership and management of the early years provision**

The management team and staff are knowledgeable about their responsibilities towards protecting children from harm and neglect. They clearly explain procedures regarding the signs of abuse and neglect. All staff confidently discuss how they would liaise with the appropriate agencies should they have concerns about a child in their care. In addition, children are protected through the staff implementing robust recruitment, vetting and induction procedures. This ensures that staff working with children are safe and suitable to do so. Committee members for this charity provision are completely supportive and also checked for their suitability. The areas in which children are cared for are safe and secure. Thorough risk assessments are implemented, along with daily visual checks to ensure that any potential hazard is minimised. Emergency evacuation procedures are carried out regularly, these make sure children and staff are aware of the systems in place.

The manager has a good understanding of the learning and development requirements of the Early Years Foundation stage. She is experienced in how children learn best. Staff share this knowledge and they work together in a well-managed team to meet children's individual needs. Termly assessments, meetings and daily discussion mean that staff are keen to devise relevant, significant learning for all children. They make sure that children play an important part in planning their learning. Staff can easily identify gaps in learning or development because they keep regular observations and maintain constructive dialogue with parents.

An appraisal system for all staff has been developed to assess staff's effectiveness at the club. This ensures that any gaps are identified, and training and in-house support is offered to overcome any gaps in staff's knowledge and understanding. Likewise all staff take part in the evaluation process to identify strengths and weaknesses. Staff work collaboratively to positively drive for consistent improvement. Changes made with regard to the recommendations made at the last inspection are effective and complete. The manager has made a concerted effort to offer parents and children a good provision that the team are proud of.

Partnerships with parents and carers is good. Parents spoken to on the day of inspection are positive in their comments and value all staff's enthusiasm and good knowledge of the children. They say the club is a 'fantastic facility' and that it is a 'necessity' they are impressed with the range of activities offered. Children also state that they enjoy coming to the club, joining in the fun activities and playing with their friends. Staff are aware of their responsibilities to support children with special educational needs and they do this by ensuring relationships with parents are maintained. Good links are in place with the schools that children attend ensuring that children have continuity of care and that activities offered enable children to consolidate their learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY344319
<b>Local authority</b>	Somerset
<b>Inspection number</b>	844059
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	103
<b>Name of provider</b>	Sparks Committee
<b>Date of previous inspection</b>	28/04/2010
<b>Telephone number</b>	07845980041

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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