

# Sparks Inc. Childcare

Inspection report for early years provision

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**Unique reference number** EY376224  
**Inspection date** 29/04/2009  
**Inspector** Yvonne Campbell

**Setting address** Sefton Park Youth Centre, Ashley Down Road, BRISTOL,  
BS7 9BG

**Telephone number** 0117 9076443

**Email**

**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

Sparks Inc Childcare provides out of school care for school aged children and has been established for several years. The group re-registered in 2008 and operates from the main hall and music room at Sefton Park Youth Centre in Ashley Down, Bristol close to Sefton Park School. A maximum of 30 children may attend at any one time. Of these, 15 may be in the early years age range. The group is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. Opening times are Monday to Friday from 15.30 to 18.00. During the school holidays, opening times are Monday to Friday 08.15 to 17.45.

There are currently 42 children on roll. Of these, seven are in the early years age group. All children have access to an enclosed outdoor play area. There are 6 members of staff who work with the children. Of these, three including the manager hold level 3 qualifications. The manager is also working towards an early years degree; two members of staff have level 2 qualifications and one has a level 1 qualification. The club also employs two junior play workers to assist with routine tasks. The setting has achieved the Bristol Standard for Over 5s.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children are relaxed and at ease in the spacious and comfortable surroundings where they enjoy recreational and energetic play of their choice with familiar friends from school. Each child is included and supported through the staff's sound understanding of their individual needs. Staff have systems in place for evaluating the effectiveness of the provision and children are involved in several changes which are made to maintain continuous improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that activities provided for children are complementary to the education and care provided in other settings they attend
- further develop the risk assessment procedure and take steps to ensure that other users of the premises do not have a negative impact on the safety of the provision
- ensure parents have access to all written records about their children and where requested, signatures from parents are incorporated into children's records.

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

The manager is experienced and aware of her role and responsibilities. She has suitable systems in place for evaluating the provision to ensure it meets the needs of children who attend. This is done through questionnaires and also through regular discussions with children and parents. Recent areas of improvement include establishing the annual staff appraisal system to identify progress, and training and development needs.

Children take part in an appropriate range of free play activities indoors and outdoors in the extensive grass and playing court areas. The manager also plans some adult initiated activities. For example, activities that help children explore different cultures. However, learning activities do not directly complement those delivered on the Early Years Foundation Stage in other settings as there is no established method for sharing or receiving information about children's progress towards the early learning goals. Children's well-being is safeguarded and promoted as staff have a good understanding of the safeguarding procedures, and they observe children and know what to do if there are incidents which cause concern, as these are clearly stated in the written policy.

Relationships with parents are friendly and supportive. The manager ensures that they have essential information about how the setting operates by providing an easy to understand information pack with general information and policies, such as those on managing behaviour the complaint procedure. A web site is also available. Parents feel welcomed when they arrive to collect their children as the manager and staff are available to talk to them and there is a two way flow of information which ensures children have their needs met.

## **The quality and standards of the early years provision**

Children are growing in confidence as they develop social skills which enable them to play and learn alongside their peers, as well as the older children in the later years age group. They play in small groups and spontaneously use available resources as well as natural materials from outdoors to develop their play. For example, during play with small world figures of dinosaurs, children arrange the figures in an enclosed container as they talk and share information they know, such as the various names of dinosaurs and if the animals can fly or not. Some children make roaring sounds to imitate the fierceness of the creatures. Play is further developed as the children collect grass and small live insects as food for the dinosaurs. Other children enjoy quieter creative activities in the craft area where staff are deployed to support them and help children develop their ideas. However, although children's individual progress is noted by staff, prior arrangements for assessing children to ascertain their achievements are not in place.

Children behave well and respond positively to adult instructions. Staff are friendly and approachable and during interaction show children examples of acceptable behaviour. A written behaviour policy is in place and children know what is expected as staff have periodical discussions with them and add their input into

any guidelines. Incidents of persistent unacceptable behaviour or other incidents which may impact on children's emotional well-being are recorded and discussed with parents who sign to acknowledge they have been informed. However, some entries are not signed by the reporting member of staff or a parent.

The environment is generally safe and children enjoy the freedom to play indoors in two spacious rooms or to play energetic games outdoors where they are supervised by a member of staff. The risk assessment has been carried out and staff make daily checks of areas, such as the toilets to ensure the premises remain safe for children to use. However, some areas of risk to children are not included on the risk assessment document. For example, the shared building is occupied by other users on the first floor and the front door is not always secured making it difficult for staff to monitor all who enters the premises. Children are familiar with the procedure for evacuating the building in an emergency as regular fire drills are practised and evaluated.

Children's dietary needs are met well and they have substantial and nourishing warm snacks after school. Staff provide toast with a variety of healthy spreads and also toasted sandwiches. Children who have food allergies do not have food which is harmful to them as staff obtain the relevant information from parents and this is recorded and displayed in the food preparation area. Staff also have clear information on the action to take in an emergency. Children make a positive contribution to the running of the group by ongoing involvement in choosing the weekly menu. They know what constitutes a healthy diet and staff display various posters to support their understanding.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met