

Inspection of Brightstars

Little Gonerby School, Sandon Road, Grantham NG31 9AZ

Inspection date:

3 July 2024

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Staff are friendly and welcoming, they know the children that they care for well. They value children's ideas and involve them in making decisions about the activities they would like to take part in while at the club. Children feel comfortable and secure at the club, they look forward to attending. They tell the inspector that they like being able to spend time with their friends and take part in different sport activities, play board games and be creative.

Staff engage with children as they play and encourage them to learn and practise new skills. Children learn how to crochet, staff support them by demonstrating how to hold the hook and create the stitches. They keep children motivated and engaged, helping them overcome problems when they struggle to form the stitches, praising them, and rewarding their efforts. Children gain a sense of pride at achieving new things.

Children mix well with children of different ages and from different schools. They have established good friendships. They are eager to greet each other when they arrive at the club and talk to each other about their shared interests. Staff support children to understand what makes them individual and unique and to respect each other's differences. As children create themselves in puppet form, staff talk to them about the colour of their hair, eyes and their hair length. They make comparisons and talk about how different staff and friends have the same, similar or different features.

What does the early years setting do well and what does it need to do better?

- Staff are encouraged to reflect on the provision, identify what works well and what could be improved. They make changes to routines and the activities they provide for children, when needed, to better meet the children's needs. Staff comment that they enjoy working at the club and feel well supported within their role. However, professional development opportunities do not focus precisely enough on encouraging staff to develop their individual knowledge and skills.
- The staff recognise the importance of working closely with the schools that children attend. They use drop off and collection times to communicate with teachers, and exchange important information about the children. This helps the staff meet the individual care and well-being needs of the children that attend the club.
- Younger children are assigned a key person to ensure that their emotional well-being needs are met and help them feel secure in the club environment. Children know that they can talk to the staff should they feel upset, worried or

anxious about something.

- Mealtimes are sociable occasions, where staff and children sit to talk about their day. Staff listen to children with interest and use open-ended questions to encourage conversations. When children start at the club, staff obtain information from parents regarding children's dietary requirements, preferences, and food allergies. Staff encourage children to contribute ideas about the types of food they would like included on the menu. They encourage children to consider the vegetables and fruit they would like to eat as part of a nutritious healthy after school snack. Staff remind children that they need to wash their hands before they serve their own snack, and pour their drinks. They encourage children to use good table manners as they eat.
- Staff offer children the opportunity to develop their physical skills. Children can choose to play outside in the fresh air. They have a safe space to run around in and play ball games, hopscotch, and use bubble wands to create bubbles for their friends to chase and catch. Staff encourage children to count and use numbers in their play, keeping score as they play football, and counting as they jump from number to number during a game of hopscotch. Staff effectively deploy themselves to supervise children at all times, both inside and outside.
- Behaviour at the club is good. Staff engage with children well and are good role models. They consistently implement the club rules that are drawn up in line with the school rules that children are already familiar with. When children find things overwhelming or they struggle to share, take turns or compromise, staff talk to them about their feelings. They help the children express their emotions and develop empathy.
- Staff use the walk between school sites to support children to learn how to stay safe. Children demonstrate that they understand the rules. They know that they need to hold hands with a friend as they walk and, with staff support, children are learning how to stay safe when crossing a road.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY535738
Local authority	Lincolnshire
Inspection number	10356426
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	61
Name of registered person	Agunbaide, Samantha Sarah
Registered person unique reference number	RP535737
Telephone number	07794310461
Date of previous inspection	16 July 2018

Information about this early years setting

Brightstars located at Little Gonerby School, Grantham, registered in 2016. The club employs six members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 7.30am until 9am and 3pm until 5.50pm.

Information about this inspection

Inspector

Teresa Lester

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector observed the interactions between staff and children as they took part in activities.
- Children spoke to the inspector about what they enjoy doing while at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The provider showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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.

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