

Box Kids

Inspection report for early years provision

Unique reference number

EY357244

Inspection date

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Inspector

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Setting address

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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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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).

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

Box Kids After School and Holiday Club is privately owned and was registered in 2007 with the current owner. The club operates from the Jubilee Centre in the village of Box, near Corsham in Wiltshire. Staff pick up children from Box Primary and Corsham Primary Broadwood Site and Neston Primary schools. Children have access to a first floor playroom, kitchen area and downstairs toilets. There is an outside area for play. The group opens term time from 15.00 to 18.00, Monday to Friday, and operates a holiday club in the school holidays from 08.15 to 17.15. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group is registered to care for 25 children in the early years age group at any one time. Children up to the age of 12 also attend. There are currently 60 children on roll. Three staff work with the children and all have relevant qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The group provides a bright and welcoming environment where all children access a good range of play activities that support their interests and learning. Good relationships with both parents and other providers ensure that the staff know children well and understand their individual needs. This helps the group plan to support their needs and promote positive outcomes for the children. The leader and her staff team reflect on their practice and effectively plan how 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:

- further link observations to next stage learning for each child
- ensure risk assessments are regularly reviewed
- ensure a daily record of hours of attendance for all children is kept.

The leadership and management of the early years provision

The owner has put in place effective employment systems in order to ensure the suitability of staff working for the group. Qualifications are in place and further training is valued and supported which means that children benefit from the staff's enthusiastic commitment to improving their knowledge and skills. Providing a safe environment is given a high priority and full risk assessments are used well in order to ensure children can play freely and safely both indoors and on outings to local parks, though not all are reviewed regularly. Children's welfare is supported by the staff's good understanding of safeguarding issues and the procedures to be followed should any concerns arise.

Clear records and extensive policies and procedures are all in place and shared in a

variety of ways with parents, which builds continuity of care for the children and ensures good relationships are established. Staff work very closely with parents, giving feedback and sharing information in a variety of ways to ensure parents feel valued and involved. Other providers, such as the pre-school and primary school, are involved in sharing information about children in the Early Years Foundation Stage (EYFS) which supports children's learning development.

The owner works closely with her staff team to assess the strengths and weaknesses of the provision. Areas for development are identified, action plans drawn up and acted upon and reviewed regularly. Staff have attended a variety of training including play ideas and some on the EYFS. The views of children and parents are also sought through questionnaires and suggestion boxes which the staff value and assess. Children are enthusiastic about attending the setting and parents' comments praise the provision.

The quality and standards of the early years provision

Children are happy and settled in the colourful and well organised play room. They confidently explore the different areas of the room which provides a good balance of play opportunities such as craft work and face painting on tables and construction toys in the carpeted areas. Staff play and engage with the children well. They share the fun of play and ask open questions that prompt children's thinking and learning, for example, discussing problem solving as they use construction sets. Staff use children's interests to extend the play provision and make observations to note children's learning progress. The next stage of learning for most children in the EYFS is identified from observations and discussions with other providers. Activities are then planned in order to move them forward, such as helping a child learn counting and simple addition skills through shopping games with real money. Imaginative play is enjoyed as children dress up, use face paints or have a bakery in the home corner, cooking their own bread and cakes. Writing skills are encouraged as children independently select pens and papers for drawing, and they learn print has meaning through the descriptions of the lively displays of their work and enjoyment of books. Children concentrate well as they learn the value of technology through independent play on computers and a video camera to film their role play. Children enjoy creative play using a good selection of craft resources and their own ideas which staff praise and encourage.

Children develop good awareness of safety issues as they learn about road safety during the walking collection from school or safety routines for fire drills and evacuations. Clear records are kept for medication and accidents which support children's needs. A daily register is in place, though full details of times attended are not consistently noted. The daily routine promotes a healthy lifestyle as children enjoy a wide selection of fruit for snacks and regular drinks. Any special dietary needs are respected carefully. Regular physical play is offered through parachute games indoors or outdoor games using the local park area.

Good behaviour is encouraged effectively through the staff's consistent praise and their use of an imaginative variety of methods, such as stickers and picture displays, to support kindness and helpfulness. Children develop self-esteem as they

help to tidy away the toys and share their achievements with each other. They learn about differences as they enjoy topics about other countries, trying different foods and craft work such as Rangoli patterns during Diwali.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

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

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
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?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration that required the provider to take any action.

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.