

Paintbox After School

Inspection report for early years provision

Unique reference number	EY236119
Inspection date	20/04/2009
Inspector	Jean Evelyn Thomas
Setting address	Carlton House, The Mount, Heswall, Wirral, CH60 4RG
Telephone number	0151 342 9659
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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 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

Paintbox After School Club was registered in January 2003. The club operates from a large self-contained unit and there is an enclosed outdoor area. The club serves schools in the local area of Heswall. The service operates Monday to Friday from 8.00 to 9.00 and 15.30 to 18.00 during term times, and 8.00 to 18.00 during the school holidays.

A maximum of 24 children aged from three to under eight years may attend at any one time. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 28 children under eight years on roll of these nine are within the early years age range. There are seven members of staff who work with the children, of whom three have relevant childcare and playwork qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting clearly meets the requirements of Early Years Foundation Stage (EYFS), so that the children's welfare and learning are effectively promoted within a safe and stimulating environment. It ensures inclusive practice, and it meets the individual needs of all groups of children well. There is an outstanding partnership with parents and effective systems are being established with others such as local schools and other significant professionals. Children's welfare is strongly promoted throughout the setting. The registered persons demonstrate that they have good capacity 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:

- continue to develop the assessment systems to ensure all expectations in the content of the Early Years Foundation stage are considered to support children's progress towards the early learning goals
- further develop the planning to identify the individual children's next steps in their learning and development.

The leadership and management of the early years provision

Management and staff are experienced and well-qualified to provide effective out of school care for children. There is a commitment to undertake ongoing training to improve the provision; recent training includes EYFS. Policies and procedures include regular self-evaluation reviews which involve all members of staff and consultations with children and parents. The process of self-evaluation is creating a reflective learning environment and is used as a tool to drive forward improvements. Children value the opportunity to be actively involved as they help

to plan activities and make a positive contribution to the organisation. For example, they expressed their concerns about their play space being reduced by the storage of coats and bags. As a result of this alternative arrangements have been made for the storage of their belongings. The recommendations from the previous inspection have been met to improve outcomes for children. Staff have completed equal opportunities training to enhance their practice in promoting diversity. The introduction of the visitors book and installation of the hand dryer in the toilet facilities improves children's welfare and safety. The staff take very great care over the safety and well being of their children. Regular comprehensive risk assessments are carried out, and the premises are very secure. Children's welfare is fully safeguarded through robust recruitment procedures and clear guidelines in staff policies. The children are well protected by the staff's understanding of the safeguarding procedures to protect them from harm.

Inclusive practice is actively promoted so that all children's welfare needs are met and their individuality acknowledged. The introduction of the key person system is highly regarded by staff and significantly contributes to ensuring children's individual needs are met. Starting points are clearly established on entry. Information is gathered from both children and parents to enable staff to plan accordingly for their individual interests, to help children settle into their new care environment. There is a very strong relationship with parents, who in turn express their high regard of the setting in recently completed questionnaires. The setting keeps parents well informed about their child's progress and the organisation of the club through daily face-to-face contact, evening meetings, newsletters and the notice board. The management are proactive in developing links with other providers delivering the Early Years Foundation Stage to promote continuity and progression for the children.

The quality and standards of the early years provision

Children are happy in their out of school club. On arrival they are chatty and after the familiar routine of snack time they quickly and confidently settle into activities of their choice. They select from a wide range of resources. The staff's warm and enthusiastic approach contributes towards children's motivation and helps stimulate ideas. For example, as they skip the staff introduce singing rhymes which the children follow. This helps the children sustain the rhythm of the skipping action and continues their learning of linking of sounds to letters.

Planning ensures activities cover all six areas of learning required by the EYFS framework. There is a flexible approach to implementing plans; the emphasis is as stated in the providers mission statement, for the sessions to be child-led. The club encourages children to make their own choices and ensures they have the resources they need to do this. Consequently children enjoy all aspects of their play. Key staff observe and assess children's progress. However the system used does not ensure that the assessment refers to all the expectations of the learning and development framework within the EYFS. Planning is not prepared for individual children's needs to continue to support their progress towards the early learning goals.

Staff appreciate the differing needs of children after a busy day at school. They have created a comfortable area where children can relax, read, or sit and talk to friends undisturbed by other activities. Children have good opportunities to learn through practical activities. For example, they have dismantled a computer to explore the inner design and develop their understanding of its workings. Bright and colourful artwork helps to make the indoor environment stimulating. The children's own work is highly regarded and their creative ability is nurtured using a range of mediums such as clay, paints, and recycled materials for modelling. Festivals including the Chinese New Year and Easter bring relevance and enrichment to children's learning. Children are extremely well-behaved, polite and considerate. They create positive relationships with each other. Older children show care and patience as they support younger children in their activities. Staff respond well to children's questions. They listen carefully and value what children say. Staff are dedicated to promoting children's sense of belonging to the club. Children develop a strong sense of ownership within the setting where they respect clear boundaries. They learn to recognise risks and dangers and how to keep themselves safe, such as when they walk to school and 'stranger danger'. The provision of healthy snacks and opportunities to pursue physical activities helps to promote children's understanding of a healthy lifestyle. Children enjoy being outside and participating in energetic activities, for example, playing football, basketball and skipping.

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?	1
How well are children safeguarded?	1

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?	1
How well are children helped to stay safe?	1
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

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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