

Arts Play Barnstaple (Holiday) Can Play Barnstaple (A/S)

Inspection report for early years provision

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Inspection date	15/11/2011
Inspector	Dinah Round
Setting address	Orchard Vale Community School, Westacott Road, BARNSTAPLE, Devon, EX32 8QY
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Type of setting	Childcare - Non-Domestic

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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).

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.

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Description of the setting

Arts Play Barnstaple registered under the company's new legal status as a Community Interest Company in 2007. It is a holiday playscheme and after school club run by Community Arts Network, an organisation promoting play and the arts. The group operates at Orchard Vale School in Barnstaple, Devon. The provision uses the main hall and various adjoining rooms within the school, and also has use of the extensive grounds and play areas. Children attending the after school club are from Orchard Vale School.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is open from 8.30am to 6pm Monday to Friday in school holidays, and from 3.30pm to 6pm during term time. The club cares for children with special education needs and/or learning difficulties.

The after school club is registered to care for 26 children from age four to under eight years at anyone time. There are currently 34 children aged from four to under 11 years on roll for after-school club.

The holiday playscheme provides care for up to 40 children, which includes a maximum of 26 children under eight years at any one time. There are 93 children, aged from four to 14 years, on roll at holiday club.

There are nine core members of staff working with children, of these, six hold relevant qualifications, with five staff have qualifications to level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and thrive in the lively, inclusive and enjoyable provision. Strong partnerships are established between staff, the school and parents, to ensure that children's individual needs are well supported. Overall, the organisation of routines and of children's behaviour, is effective in making sure that the activities run smoothly. The management have a clear drive towards ongoing development, continually evaluating all aspects of the club to successfully secure improvements for children.

What steps need to be taken to improve provision further?

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

- review the procedures followed to move between the indoor and outdoor

areas, to help children understand how to behave by talking about personal safety, risks and the safety of others

- provide consistent boundaries, rules and limits to children to help them understand why rules exist, in particular in relation to rough and tumble games.

The effectiveness of leadership and management of the early years provision

The management and staff implement the club's policies and procedures, making sure that the required records are maintained to support children's individual needs. Clear recruitment and vetting procedures are in place to check the suitability of staff to work with children. Staff have a secure understanding of safeguarding children and their responsibilities. They attend training and use the National Society for the Prevention of Cruelty to Children (NSPCC) websites to continue to update their knowledge. Comprehensive risk assessments are carried out by the staff for all areas children come into contact with and for any outings. This helps to identify and minimise risks to children. Staff make good use of the extensive outdoor play space, allowing children to freely explore the outdoor areas and enjoy the wide range of play equipment. However, procedures followed by staff when moving children between the indoor and outdoor areas are not always effective in helping children learn about personal safety.

Children are provided with a good range of play activities and experiences in a friendly, relaxed environment. Resources are of good quality, and set out so children can make free choices about their play. The experienced manager is enthusiastic and motivated, working closely with the staff team to share the ethos of the club. There is a strong commitment to promoting an inclusive environment where all children are valued and included. Children's views are listened to and respected. Staff actively seek feedback from both parents and children on ways to improve to the club that will benefit the children. This is done through both informal discussion and the completion of regular questionnaires. The club have also linked with various external organisations to reflect on their practice and encourage children to share their views. The previous recommendations have been addressed. Security systems have been assessed and a different entrance is now used, to ensure that unauthorised visitors cannot freely access the club. Consideration has been given to the organisation of paperwork to help maintain confidentiality. The management continue to strive for the ongoing development of the club and are confident about what the club needs to do for future improvement.

Children with special educational needs and/or disabilities are welcomed, and staff work extremely closely with parents and the school staff, to make sure their needs are met. For example, staff visit children in their own home, use communication aids and provide additional one-to-one support to help children settle. Staff link closely with the school to effectively support children's progress, such as discussing observations of children's 'wow' moments and achievements in the club. This successfully promotes continuity of children's care and learning. Parents have access to the club's website to inform them about the club's practices and

procedures, and they receive regular newsletters with details of holiday activities. They are kept well-informed about their child's care, well-being and development through the regular discussion at handover.

The quality and standards of the early years provision and outcomes for children

Children are happy, settled and enjoy their time at the club. They come into the club with excitement, keen to see their friends and happily chat together as they eat their snack. Staff know children well and talk to them about what they want to do. The younger children have an allocated key person who links closely with the school to help provide continuity for the children's care and learning. Simple observations are made of their progress and achievements and these are used to help plan future play and learning experiences. A good range of age-appropriate play equipment and activities is set out on a daily basis. Children are provided with opportunities for freely chosen self-directed play, where they make their own choices and engage in activities that interest them.

Children develop good relationships with their key person and other staff. They are involved in developing the Arts club's 'play rules' and learn to have respect for each other and be kind. Overall, children behave well, happily playing together as they negotiate the particular rules when playing board games, or a game of football outside. The older children show consideration towards the younger children and are happy for younger children to join in with their games. Children are helpful to each other, and readily share the art and craft materials as they create their pictures. However, at times, the more physical activities, such as rough and tumble play, can become quite boisterous. Though staff supervise the activities, children do not always listen and respond to the rules of the game, which impacts on others.

Children use their imagination well to develop their creativity. They have access to a varied range of resources to create their individual artwork on both small and large pieces of paper. They proudly show off their finished product to others, and staff offer praise, helping to build their confidence and self-esteem. Staff interact with children throughout their activities, encouraging them to communicate and express themselves. Children count confidently during the board games. Staff effectively extend the children's learning, encouraging them to think about who has 'more' or 'less', and to compare the two groups of houses in different ways.

Good use is made of the outdoor play spaces to provide children with interesting and challenging play experiences. Children have use of an adventure playground, open spaces to play ball games, and opportunities to explore the natural areas. This successfully promotes children's physical development and ensures they benefit from plenty of fresh air and exercise. Children take part in regular outings during the holidays, which help to widen their play and learning experiences. Children enjoy a sociable snack time; they can access regular drinks and are provided with a variety of snacks, which include fresh fruit. Children adopt good personal hygiene routines and understand the importance of washing their hands

before eating their snacks. Staff organise planned activities and visitors to the club to raise children's awareness of safety issues. During a theme around 'people who help us' the community police, coastguard and ambulance crew visited the club. This helped to raise children's awareness of possible dangers and how to keep themselves safe.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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