

# Paintbox at Brookdale

Inspection report for early years provision

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**Unique reference number**

EY417302

**Inspection date**

14/11/2011

**Inspector**

Janice Ellis

**Setting address**

Brookdale Primary School, Escolme Drive, WIRRAL,  
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**Telephone number**

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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).

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.

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## Description of the setting

Paintbox at Brookdale was registered in 2010. It operates from designated areas within Brookdale Primary School, Greasby, which is an area on the Wirral. The areas of the setting which are used by the out of school club are the main school hall and dining area plus the library and the computer room. The out of school provision is accessible to all and children have access to secure outdoor play areas.

The out of school provision is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. A maximum of 30 children may attend at any one time and of these, none are aged under four years old. The breakfast club is open from 8am to 9am and the after school club is open 3.15pm to 5.45pm. Paintbox at Brookdale operates from Monday to Friday in term time only. The setting employs three staff, two of whom work directly with the children. Two of these staff members hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and play safely and confidently, supported by encouraging adults in a relaxed atmosphere. The manager continually strives to improve the provision through ongoing self-evaluation and attendance at appropriate training courses, although not all staff have a relevant qualification at present. The setting's partnerships with parents and the local school are good and generally used well to support the children. However, there are not always activities and resources on offer to meet the needs and interests of the younger children in the group.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure half of all staff, excluding the manager, hold a full and relevant level 2 qualification, as defined by the Children's Workforce Development Council (CWDC)(Suitable people). 26/03/2012

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

- review planning, keeping a focus on children's individual and present learning needs, interests and achievements.

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

Staff are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are also appropriately vetted and are safe and suitable to work with young children. This means that children play safely and with confidence. Staff ensure the safety of the children by carrying out daily risk assessments of the areas used. Children are supervised effectively as they play in designated areas and use the adjoining toilets. The manager is knowledgeable about the Early Years Foundation Stage and has attended many other relevant courses to support his work with children, for example Safeguarding, First Aid and Food Hygiene. However, the setting is not meeting the minimum requirements for qualified staff as defined by the Children's Workforce Development Council. This is a breach of the welfare requirements.

The manager is aware of the strengths and limitations of the provision. He strives to provide an excellent service and continually looks for ways to improve. For example, he attends training, and liaises with the school and parents to judge effectiveness and meet suggestions for improvement.

Resources are set out daily for the children, owing to the restrictions of the venue, and are rotated so that the children get a balanced experience over the week. Resources are bright, attractive and well kept, and activities encourage some of the children to work cooperatively, for example when building a den. This means that children are learning to socialise and negotiate, and feel part of a group. The younger children benefit from watching the older children and are sometimes invited into their play.

Both members of staff in the setting are approachable, and parents talk readily about their children and exchange information at the end of the day. Parents are encouraged to share what they know about their children and, in this way, are involved in their learning and development. When new children start, parents are asked to provide all of the required details, such as emergency contact numbers, dietary needs and who is allowed to collect the child, which means that children are well protected. The manager also liaises well with the school. He has informal meetings whenever necessary with class teachers about, for example, children's behaviour and strategies for support. This means that children's personal, social and emotional needs are usually met well. The manager also ensures that any observations he may undertake are passed to the reception class teacher to support formative assessment against the six areas of learning and development in the Early Years Foundation Stage.

Staff offer sensitive support to children who have special educational needs and/or disabilities and work in partnership with parents and the school to provide extra support where necessary. They readily adapt activities to ensure that all children can access them. This means that the individual needs of children are usually met, and all children are included in the life of the setting.

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

The young children display behaviour that shows they feel comfortable and happy in the setting. They move around with confidence and feel safe within the provision. This is because staff supervise the children well and remind the older children to be aware of others when they are playing. However, the younger children do not always have activities planned specifically for their individual interests and level of play.

Vigorous physical play is encouraged within designated areas, again with regard to other children. Outdoor play is offered to the children on most occasions, weather and daylight hours permitting. Healthy food options are offered to the children, for example wholemeal toast, yoghurt and grapes at snack time. Cold drinks are available throughout the whole session, and children can pour these for themselves whenever they wish. Children readily go to wash their hands before eating and are gently reminded by staff about the need to do this after playing or using the toilet 'so that we don't get germs', is the children's response.

The children have access to two computers, which means they learn how to use a keyboard and develop fine motor skills and hand-eye coordination on the games available. Younger children take pleasure in watching the older children and then having a go themselves, and staff are on hand to deal with any specific requests. Staff have discussions with children about events that happen in school, for example fundraising activities. Staff also chat to children as they sit with them at snack time and incidental counting activities take place as the children sort equipment, give out cups and so on.

Children's behaviour in the setting is good because staff give clear explanations and set appropriate boundaries. There is a reward system where the children can earn stickers for being kind, helpful or behaving well. Staff are especially aware of the need to ensure the younger children are included in the activities and take steps to defuse potential areas of conflict, for example when having to wait for a turn on the computer. Children develop a respect for themselves and others, and learn about other cultures and beliefs. For example, children celebrate Chinese New Year through food tasting and appropriate art activities.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
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	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	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:

Not Met (with actions)

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

Met

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- at least half of persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work (Qualifications and training).

26/03/2012