

# Arts Play Bideford (Holiday) Can Play Pynes (A/S)

Inspection report for early years provision

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<b>Unique reference number</b>	EY349785
<b>Inspection date</b>	13/03/2012
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<b>Type of setting</b>	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

Arts Play Pynes holiday playscheme and Can Play Pynes out of school club is one of three clubs run by the Community Arts Network. It was registered in 2006 and operates from the main hall of Pynes Infant and Nursery School, Bideford, in North Devon. There is ramped disability access to the building. All children share access to a fully enclosed outdoor play area and have use of the school hall and playground. The club provides support for children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The club may care for no more than 26 children under eight years of age and of these, not more than 26 may be in the early years age group at the out of school club and the holiday playscheme. There are currently 20 children on roll, of whom four are of early years age, and 10 are between five and eight years. It is open each weekday from 3.30pm to 6pm, during term time and from 8.30am to 6pm in the school holidays. Children come from the local area and attend for a variety of the sessions on offer. There are four members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3 or the equivalent, and one holds a NVQ at level 2.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to this bright, stimulating environment and mostly achieve well in their activities. Staff take into consideration most children's individual needs and interests and ensure they are fully included in indoor and outdoor play. The setting benefits from the outstanding partnerships between parents and carers, the host school and outside agencies, because information is shared very effectively. Children behave extremely well and respond positively to the care and support they are given. The manager and staff have a good, clear knowledge of the club's strengths and areas for development and demonstrate a good capacity to improve in the future.

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

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

- develop the use of technology to support children's learning and development
- develop further systems for recording the achievement and experiences of the children.

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

Staff safeguard and promote children's welfare to a good extent because they have a strong awareness of safeguarding and child protection procedures. Risk assessments are conducted regularly to keep children safe in the indoor and outdoor environments. There are rigorous systems in place for parents and carers to follow when collecting their children. Staff are deployed effectively to ensure children are fully supervised throughout their time at the club. Equipment is rigorously checked to ensure it is clean and well-maintained. Fire evacuation procedures are practised regularly to familiarise staff and children with the routine. There are robust staff recruitment and vetting procedures in place to ensure all those having contact with the children are suitable. Leadership and management are good, and the manager embeds ambition and drives improvement well. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. The manager and staff clearly identify what works well and outline areas for improvement, such as increasing the range of resources in technology. They take the views of parents and carers and the ideas of the children into consideration when identifying areas for development. Staff monitor and evaluate together and make effective use of a good range of resources to meet most of the needs of the children. However, systems for recording the achievements of the youngest children are not fully developed to show their progress and experiences over time at the setting. Opportunities for children to use the computer are welcomed; however they do not make full use of the digital camera in their activities and learning. Staff promote equality and diversity extremely well and ensure children gain an excellent understanding of the wider world. Staff tell them about the lifestyles, customs and culture of other countries, such as Cyprus and Japan. They demonstrate high levels of commitment to the setting and regularly attend courses to enhance their expertise. The engagement with parents and carers is outstanding. Parents and carers say that their children enjoy the activities and that staff are very caring and welcoming. They value the comprehensive newsletters, informal discussions, the parents' notice board and website which keep them fully informed of special events and activities. Key staff share information very effectively with parents and carers at the end of each day. Parents and carers are very supportive of special visits to adventure parks, activity centres, the seashore and the Eden Project, which take place during the holidays. Parents and carers receive regular questionnaires which invite them to comment on the provision. Information is shared very effectively with the host school and the club benefits well from the use of the indoor and outdoor environments. There are excellent partnerships and links with outside agencies and other schools, and as a result, children are supported well in their learning, regardless of any additional needs. Staff ensure children experience a smooth transition to the club at the end of the school day.

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

Children benefit from well-organised activities and most achieve well across all areas. Staff value the children's interests and ideas and include these in the topics and activities. Themes such as Carnival, Space and Under the Sea enhance their experiences. Staff evaluate their planning effectively; however systems to record their observations and monitor children's progress are underdeveloped. Children behave extremely well because staff are excellent role models with high expectations and a consistent approach to managing behaviour. Staff encourage children in their choice of activity and praise individual achievements. Children are very confident, highly motivated and have high self-esteem. They work very well together when they play football, rugby and parachute games. Children relate extremely well to one another and members of staff. Children make an outstanding positive contribution in the setting because of their excellent behaviour. They also share resources, such as the computer, very effectively. They respect rules and boundaries and move sensibly from the indoor to the outdoor environment. Festivals such as Harvest, Diwali, Christmas and the Chinese New Year give the children an excellent appreciation of diverse lifestyles, backgrounds and customs. For example, children enjoy making masks and dragons, dancing and tasting food as part of their Chinese New Year celebrations. Children develop a good understanding of keeping healthy and safe. They make healthy choices at snack time and pour their own drinks. Children develop their physical skills well in the outdoor area where they play football, rugby and dodge ball. They balance carefully on climbing apparatus and learn how to use equipment safely as they make pizzas, fruit salads and pancakes. Children benefit from talks on safety from staff and the police and fire services. They develop a good understanding of keeping safe and behave in ways that are safe for themselves and others. Children are keen to come to the club and achieve well, especially in their physical and creative activities. They respond well to the care and support given by staff. Children show an interest in computer games, pool and board games. Their creative skills are developed well by staff as they draw cartoons and create colourful collages out of materials. Children enjoy making mosaic pictures and skilfully print patterns using fruit, vegetables and their hands and feet. They are keen to go on insect hunts and build dens and camps in the outdoor area. Their communication, language and literacy skills are developed well through role play and puppet shows. Children achieve well as they design and make large cars and vehicles out of cardboard. They enjoy practising their drumming and keyboard skills for their carnival celebrations. Physical and creative skills are developed well through dancing and singing. They enjoy taking part in talent shows and putting on performances for one another. Children eagerly solve problems and make safe decisions as they explore the activity trail and swing from the rope tied to the tree. Overall, they are prepared well for future learning experiences and life outside the school day.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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