

Paintbox at Brookdale

Brookdale Primary School, Escolme Drive, WIRRAL, Merseyside, CH49 1SE

Inspection date	13/01/2014
Previous inspection date	14/11/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The key person system is effective in supporting children to develop attachments and bonds with staff, as a result, children are confident and secure at this setting.
- Children have access to a range of age-appropriate resources and equipment, as a result, children enjoy their time at this setting.
- Partnerships with parents and carers are established, which allow staff to know about and meet children's individual welfare and care needs.

It is not yet good because

- The observation, assessment and planning process is not consistent enough to complete precise assessments of children, so that challenging activities can be planned to meet their individual learning needs.
- The self-evaluation process is not sufficiently robust to promote the continuous improvement of the provision. Plans for improvement are not regularly updated and parents' views are not regularly sought to contribute to the setting of targets to continuously improve the quality of teaching and the learning.
- The snack menu does not consistently contain a balance of differing food groups to promote healthy eating patterns.
- The facilities to enable children to rest if they wish to are not well organised or equipped.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the designated playroom.
- The inspector had a meeting with the manager and undertook a joint observation with him.
The inspector looked at children's records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including self-evaluation records and questionnaires.
- The inspector took account of the views of parents, carers and children spoken to on the day of the inspection.

Inspector

Jean Thomas

Full report

Information about the setting

Paintbox at Brookdale was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The out of school club is owned by a company. It operates from Brookdale Primary School, Greasby in Wirral. The out of school club serves the immediate locality and the surrounding areas. It opens five days a week from 8am until 9am and 3.15pm until 5.45pm, term time only. Children attend a variety of sessions. Children are cared for in the designated areas and have access to an enclosed outdoor play area.

There are currently four children attending who are in the early years age group. The out of school club supports children with special educational needs and/or disabilities and children for whom English is an additional language. There are currently three staff working directly with the children, all of whom have appropriate early years qualifications. One of the staff has a qualification at level 4, one at level 3 and one at level 2 who is also working towards a level 3 qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- embed the observation, assessment and planning process to make sure staff are consistent in completing precise assessments of children. Use these effectively to plan suitable challenges that support children's individual learning needs.

To further improve the quality of the early years provision the provider should:

- improve the current system for self-evaluation to promote the continuous improvement in the quality of teaching and learning
- reflect on and further develop the setting's menu to incorporate a larger variety of food groups to ensure children have a healthy balance of nutritious snacks
- improve the facilities available for children to rest, so that these are more comfortable and suitable for purpose.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children confidently determine the direction of their play using the range of resources set out prior to their arrival. The routine of the out of school club gives children plenty of opportunity to enjoy playing at their own pace and developing their own ideas. Staff positively respond to children's requests for additional resources from the store cupboards to be made available. For example, children ask for the dressing-up clothes to enhance the representation of their ideas as they act out life situations in role play. In this activity, children confidently move around as they go on an imaginary journey to a holiday destination. They push a doll around in a pram and talk about hotels, using mathematical language to describe the size, position and distance. Children feel comfortable to remain in the dressing-up clothes after they have completed the role play and move onto another activity. They have a variety of opportunities to be creative and express themselves. At the writing and craft table, a group of children produce their own books. They are proud of their achievements as no end result is expected by staff and their own work is valued. Children have access to the computer, which provides age appropriate programmes for them to continue to develop their technology skills. The winter evenings prevent lengthy periods of outdoor play, although, this does not prevent the children from being physically active as there is space to enjoy energetic play indoors.

Staff show a genuine interest in children's play and interactions and as a result, relationships between children and staff are warm and strong. Lively and friendly conversation flows between staff and children and laughter can be heard. Children and staff play a number card game together. During the activity, staff ask questions to encourage children to identify gaps in number sequences. They give children time to think and work things out for themselves and do not answer for them. Staff have a sound knowledge and understanding of how to support children's learning and development.

The communication with parents and the host school's teaching staff is valued by staff. This enables them to gather information about the children and combine this with their own observations, in order to plan to support children's learning and progress. However, the observation and assessment process is not consistently used by staff and this impacts on their ability to plan challenging experiences for each child. The children's record of learning is shared with parents and they have the opportunity to contribute these records. The systems for sharing information with parents gives guidance to continue learning at home.

The contribution of the early years provision to the well-being of children

Staff create a friendly and relaxed atmosphere and children receive a warm welcome on arrival. Each child is allocated a key person. This system helps children form attachments with staff and contributes to helping them feel secure. Young children turn to their key person when they are tired and need reassurance. Staff respond giving the children attention and cuddles in a caring manner. The partnership working with parents and the

host school results in information being exchanged to help staff meet and support children's individual welfare and emotional needs. Consequently, in nurturing children's sense of security, the transition between school and the setting is enjoyable.

Children play cooperatively with their friends and show respect and kindness towards the needs of the differing ages of children attending. As a result, children are developing relationships with each other. Staff are positive role models for children's behaviour; they are courteous at all times and show children respect in what they do and say. Staff are consistent in encouraging children's self-esteem and self-confidence and in giving praise and acknowledging their achievements. This is in line with the provision's out of school behaviour management policy, which focuses on positive ways to promote good behaviour. Children learn to contribute to their environment as they happily take responsibility in completing routine tasks. For example, they pick up dropped play items without being asked and help to tidy away after snack time. Children express their thoughts about the club by stating that; 'it is really good ' and some children do not want to go home. For example, when parents arrive to collect them, some children are disappointed and ask if they can stay longer to continue playing. Resources are available, which reflect positive images of the diversity of society. These are an integral part of the children's everyday play materials, to help nurture their respect towards people who are different to themselves.

Children's understanding of health and safety is promoted through discussions, activities and daily routines. Children's independence in managing their personal hygiene is encouraged. They can freely access the toilet facilities and wash their hands before eating snack, without prompting from staff. Mealtimes offer opportunities for children to talk and socialise with one another. However, fruit and vegetables are not consistently included in the snack menu to help establish children's healthy eating patterns. Drinking water is accessible at all times and children respond to their bodily needs and drink when they are thirsty. Children show an enjoyment in being physically active, which contributes to their general health and well-being. However, the facilities for children who wish to relax are not well organised and equipped for this purpose. Staff support children's understanding of how to stay safe by giving gentle reminders and explanations, such as making sure there is clear space when involved in a physical activity, so they do not trip and hurt themselves. The evacuation procedure is regularly practised to help children to gain confidence in responding to emergency situations and consequently, learning to look after themselves.

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

Staff have a sound knowledge of safeguarding procedures and ensure that records are maintained as legally required. All staff have had training in both first aid and safeguarding and are able to identify possible signs of abuse and know the agencies to contact if required. The designated staff taking the lead for safeguarding has a clear understanding of their role to protect children from harm. There are appropriate procedures in place for recruiting, vetting and checking staff, which ensure that they are suitable and safe to work with children. There is a clear induction procedure in place,

which provides new staff with relevant information required to care for the children in this setting. This ensures that they are clear about their role and responsibilities.

The registered person, who is also the manager, works with staff to reflect on their practice and evaluate the quality of the educational programmes. The manager carries out observations of staff performance and appraisal systems are in place to identify any areas for development in practice and staff training needs. The action and recommendation from the last inspection have been met. Staff have undertaken training and the qualifications they now hold exceed the minimum requirements. Through training, staff have developed their knowledge of the Statutory framework for the Early Years Foundation Stage. Self-evaluation is carried out to identify areas for improvement, although, there is a lapse in time since the plans for improvement were set and the views of parents sought. As a result, a greater attention to effective reflective practice is needed to help those in charge effectively promote and drive forward continuous improvement to the quality of the setting and children's learning experiences.

Discussions with available parents and carers on the day of the inspection indicate that they are highly satisfied with the service provided by the club. Parents are well informed about the club through information on display and approachable and friendly staff. Frequent discussions with staff enable information to be shared about children's activities. The manager and staff value and promote working in partnership with the teaching staff at the host school, to help support continuity in care and children's progress.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY417302
Local authority	Wirral
Inspection number	875608
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	76
Name of provider	Paintbox Activities Limited
Date of previous inspection	14/11/2011
Telephone number	0151 677 5170

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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