

Box Kids

Jubilee Centre, Market Place, Box, Corsham, Wiltshire, SN13 8NZ

Inspection date	22/08/2014
Previous inspection date	15/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff ensure resources are made accessible for children. This enables them to make independent choices during play.
- Effective partnerships are in place with parents, schools and nurseries. Consequently, children benefit from continuity of care.
- Staff provide a calm and welcoming environment and therefore, children are happy and confident in the setting.
- Children play well alongside one another in shared activities, demonstrating good social skills.

It is not yet outstanding because

- Staff do not always use open-ended questions to encourage children to solve problems and extend their conversations to enhance their learning.

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 playroom and outside.
- The inspector spoke with staff and children
- The inspector viewed a number of documents including evidence of staff suitability, policies and procedures.
- The inspector took into account the written views of parents.

Inspector

Gina Chamberlain

Full report

Information about the setting

Box Kids After School and Holiday Club is privately owned and registered in 2007. The club operates from the Jubilee Centre in the village of Box, near Corsham, Wiltshire. Staff collect children from several local schools, pre-schools and nurseries. Children have access to a first-floor playroom, kitchen area and downstairs toilets. There is an outside area for play. The group operates Monday to Friday in term time from 7.30am to 8.45am and from 3pm to 6pm. It also operates a holiday club in the school holidays from 8.30am to 5.30pm. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The group is registered to care for 25 children in the early years age group at any one time. Children up to the age of 12 also attend. There are currently 100 children on roll, 50 of whom are in the early years age group. Five staff work with the children, all of whom hold, or are working towards, appropriate qualifications.

What the setting needs to do to improve further

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

- enhance children's enjoyment and learning during activities, by asking open-ended questions and talking to them about what they are doing.

Inspection judgements

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

Staff make effective use of initial information, such as children's likes, dislikes, abilities and family background to gain a good understanding of children's individual needs. Staff use observations to plan activities that enhance children's development. Further input from parents, schools and nurseries ensure continuity of care and learning. Staff plan activities that give children the opportunity to explore a range of materials, which enables them to develop skills with tools, such as scissors. For example, an activity where children make octopus puppets enables them to use of paint, glue, scissors, paper and card. However, staff do not always fully engage children during activities, by asking open-ended questions to extend and enhance their learning.

Staff provide a wide range of accessible resources and toys and this allows children to make independent choices during play. They label toy boxes with pictures and words, helping to further extend children's development in literacy. Staff encourage children to practise their writing skills by making pencils, felt tip pens and paper freely available. Staff provide a comfortable area with cushions to allow children to relax, and areas dedicated to role play give children the opportunity to explore their imagination.

Staff create learning journals for children in the Early Years Foundation Stage to record their progress. These include contributions from children and parents and include photographs or children at play and observations about their learning. This information helps staff to monitor the progress of individual children.

Staff interact well with children, overall, promoting their communication and language skills through conversation. Encouraging children to count during daily routines, such as counting plates for snack, enables them to practise their mathematical skills. Staff actively promote children's physical development through organising a variety of outdoor games, such as football, tennis, skipping and catch. Children are learning about the natural world by helping to care for the club guinea pig and by taking turns to water the outdoor plants. Staff organise a range of outings and trips to include parks and woods, where children can further enhance their physical development by exploring natural materials in their environment.

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

Staff have good relationships with children. They support their personal, social and emotional needs well, raising children's levels of confidence and self-esteem by using consistent praise and encouragement. As a consequence, there is a calm and content atmosphere during play and the children's behaviour is good. Children play harmoniously alongside one another developing social skills and the ability to take turns and co-operate.

Good systems are in place for monitoring behaviour with the use of a 'solar' chart. For example, positive behaviour takes children from the Earth to the Sun. Negative behaviour means they move to Venus or Mars, when parents are notified. This system helps children to understand that actions have consequences, and enables them to take responsibility for managing their own feelings and behaviour.

A familiar song prompts tidy-up time and all children take part in helping. Children develop skills in self-care and independence by helping to prepare snack and lay the table. Staff encourage children to develop healthy lifestyles by washing their hands before meals and understanding why it is important to eat healthy foods such as fruit.

Children learn about different faiths and cultures through activities and displays, and are encouraged to try foods from around the world. This brings about understanding of similarities and differences that connect them to, or distinguish them from others. Staff help children understand how to keep themselves safe through discussion and activities. For example, a police officer made a recent visit to discuss 'Stranger danger', crossing roads safely and internet awareness. Children are involved in regular fire drills and know what the procedure is for evacuating the building. As a result, children abide by rules and routines put in place by the club to keep them safe.

The settling-in process is organised effectively over a period of sessions. Key workers help children to make friends, and this promotes children's well-being and confidence. Parental involvement is effective in ensuring key information is exchanged and staff continue to

communicate about children's progress through verbal feedback and documents such as learning journals.

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

The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. This is reflected in the organisation of resources and activities. Staff know the correct procedures to follow in an emergency or if a child is at risk. This is because management encourage all staff to attend safeguarding training. They follow robust recruitment procedures, which include thorough inductions. Staff are familiar with the safeguarding policies, and implement them to keep children safe. Detailed and regularly reviewed risk assessments ensure the safety of children both in and outdoors. On outings, staff provide children with high visibility jackets displaying the contact number of the setting. The daily record of attendance enables staff to keep track of the children's time at the setting.

The manager acknowledges the importance of self-assessment and improvements in a detailed self-evaluation form. She has made many improvements since her previous inspection to include organisation of records such as attendance and risk assessments. The importance of children's development is reflected in observations and photos, and walls and floors of the playroom have been refreshed and refurbished. Staff value children's opinions and ask them to contribute ideas for trips and activities. Parents feel involved by giving feedback through questionnaires.

Staff are deployed well and children's well-being, confidence and learning is further developed through consistent positive interaction. Regular staff meetings discuss ideas and plans for enhancing children's enjoyment and learning experiences. Regular staff appraisals helps them to maintain their good practice.

The club makes good use of a two-way communication with schools and nurseries, helping children to settle in and contributing further to their learning and development. Parents are kept informed through newsletters, emails and the club's website. The parent questionnaires are used to contribute to improvements of the setting. For example, parents recently requested an extension of hours and the inclusion of hot meals for dinner. Management have now implemented these changes. Written feedback reflects parents' satisfaction and confidence in the staff with specific reference to their 'hard work' and dedication to the care and happiness of their children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY357244
Local authority	Wiltshire
Inspection number	828681
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	25
Number of children on roll	100
Name of provider	Rebecca Maud Townsend
Date of previous inspection	15/04/2009
Telephone number	01225 743794

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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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