

Paintbox at Brookdale

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

Inspection date	18/12/2014
Previous inspection date	13/01/2014

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 have a good knowledge and understanding of how children learn and develop. As a result, they plan interesting and challenging activities, which match the interests and needs of the children.
- Children are happy and confident in the club. They are well behaved and have formed strong bonds with staff and positive relationships with their peers. As a result, their emotional well-being is promoted well by caring staff, who respond well to their needs
- Staff benefit from regular support from the manager, in order to build on their skills and promote consistently good outcomes for children.
- Staff have an excellent understanding of their responsibilities to protect children and regularly refresh their knowledge. They implement robust procedures, which ensure children are safe in the club.

It is not yet outstanding because

- Occasionally, younger children are not fully engaged in activities because staff are busy with daily routines.

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 looked at all the areas that children access and observed activities indoors and in the outdoor learning environment.
- The inspector held discussions with the manager, reviewed policies, including the safeguarding policy and checked the qualifications and suitability of staff.
- The inspector held discussions with the staff at appropriate times during the inspection regarding children's progress.
- The inspector took into account comments from parents spoken to during the inspection.

Inspector
Anne Parker

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 for a variety of sessions. Children are cared for in the designated areas and have access to an enclosed outdoor play area. There are currently 79 children on roll, eight of whom are in the early years age group. There are currently two staff working directly with the children, both of whom have appropriate early years qualifications. One of the staff has a qualification at level 4 and the other, who is working towards a level 3 qualification, is currently qualified at level 2.

What the setting needs to do to improve further

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

- enhance opportunities for younger children to engage fully in activities by improving the deployment of staff.

Inspection judgements

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

The rooms in the club are well organised and have designated areas for various types of play. A good range of resources are set out by staff so that children can access them independently and make choices about what they want to play with. Staff know children extremely well and consequently plan a range of activities that they will enjoy and which will capture their interests. For example, children make underwater candles to give to their parents as gifts. Staff provide clear instructions, along with safety advice and information about how the candle will work. Consequently, children are motivated to engage. Children enjoy exploring the open-ended resources and use their imaginations to develop their own games. For example, children make mobile phones using craft resources and move furniture around to create a pretend shop to sell them. Staff join in the game, using different questions and extending children's sentences while pretending to be a customer. Consequently, children's language and communication skills are supported well and children are confident communicators. Children enjoy building various structures using different construction sets and they take turns to play games on the computers. Staff encourage children to name the numbers and count as they play board games together and they use simple addition and subtraction as children help to set up for an adult-led activity. As a result, children's mathematical skills are fostered well.

Children are able to contribute to the planning of activities as their views are sought

regularly. For example, children complete an 'All About me' form as they start at the setting, which covers a wide range of interests. Additionally, staff talk to them about what they enjoy doing and they are encouraged to put suggestions into a box. As a result, children's interests are included in the planning of activities.

Staff have developed effective partnerships with parents. Parents speak extremely highly about the staff and the club. For example, they comment that the range of activities provided ensure that children are excited to attend after a busy day at school. On entry, information is obtained from parents about children's achievements and what they like to do. This information is used to plan for children's future learning and care needs. Therefore, staff are able to provide activities from when children first start, to meet all their needs. Staff use opportunities at the end of each session to chat to parents about the experiences and activities that children have participated in and enjoyed. This helps parents to guide their children's learning further at home.

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

Children benefit from the welcoming environment within the club. They are happy and demonstrate that they feel safe and secure. Children develop positive relationships with the staff and each other. Children, who attend the club, also attend the host school. Therefore, they already have an appropriate knowledge of the club and the environment. Furthermore, staff walk younger children from their classroom into the club. This helps children to feel emotionally secure and able to move from school into the club easily with support from a familiar person. Consequently, children are motivated to engage in play. However, younger children are occasionally not as involved in activities as older children because staff are sometimes busy with routines.

Children sit and happily chat with their friends and staff at snack time. Older children take responsibility for being helpers and serve food to the group. Staff provide healthy food for snacks. Furthermore, children are regularly involved in preparing their own snacks and staff use this opportunity to talk to children about the benefits of certain foods. As a result, children's understanding about healthy food choices is very well supported. Staff encourage children to wash their hands before snack, which supports their understanding of good hygiene practices. This helps children to develop their understanding of a healthy lifestyle. Children have access to physical play both indoors and outside, where there is access to an adventure play structure. They are gaining an understanding of how to keep themselves safe as staff reinforce safe practices. For example, as children independently move furniture around, staff remind them to have a person at each end of the bench to lift it safely. Children confidently demonstrate that they are aware of managing risk for themselves.

Children behave extremely well as staff effectively establish clear boundaries and have a positive approach. Staff use meaningful and enthusiastic praise to support children's behaviour and gently reinforce the rules when necessary. For example, children play on the computer for a limited time, depending on their age. When children try to negotiate

further time, staff calmly reinforce the rule and suggest another activity instead. It is evident that all of the children enjoy playing together under the skilful guidance and cheerful interactions of the caring staff. As a result, children's behaviour is good.

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

The leadership and management of the club are strong. Comprehensive safeguarding policies and procedures are understood and are effectively implemented by the staff. Robust daily safety checks and risk assessments are in place to ensure that the environment, resources and equipment are consistently safe and well maintained. Staff ensure effective and vigilant supervision of all children throughout the club. A robust recruitment procedure is in place, which ensures that all children are cared for by suitable adults. Additionally, a comprehensive induction programme is completed by all new starters to ensure they understand the policies and procedures. Staff regularly attend safeguarding training to refresh their knowledge and skills and they hold current first-aid certificates. Accidents are recorded and shared with parents. As a result, children are very well safeguarded while at the setting.

Staff receive regular support from managers through monitoring and reflective supervision, which ensures that they consistently deliver good quality standards in care and education. Additionally, managers encourage and support staff to extend their knowledge and skills by obtaining further qualifications. The views of parents and children are gathered using a variety of strategies and this helps to inform the staff of the setting's strengths and weaknesses, and to drive forward improvements. Since the last inspection, the team have introduced healthier options for snacks and fruit is now available daily.

Children's needs are well met through effective partnerships with parents and the school. Staff routinely liaise with the school about children's learning and development. Staff make parents aware of the policies and procedures of the club when children start. They have daily conversations with parents about children's care needs and provide good quality feedback on activities that they enjoy during the session. Parents are extremely complimentary about the club and the service that they provide and comment that the club provides a welcoming environment that is a safe and happy place for the children.

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. 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	EY417302
Local authority	Wirral
Inspection number	996348
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	30
Number of children on roll	79
Name of provider	Paintbox Activities Limited
Date of previous inspection	13/01/2014
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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