

Kids Play at Loughton School

Inspection report for early years provision

Unique Reference Number	EY360554
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Inspector	Sarah Fletcher
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Registered person	Kids Play Ltd
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kids Play @ Loughton School registered in 2007 and is part of the Kids Play Childcare Group. It operates within the main school premises and has access to a classroom, the main school hall, along with the school library and food technology rooms. There is access to fully enclosed playground and surrounding playing fields for the children's outside play. The club provides care for children who attend the local schools, community and surrounding areas. The club is open during term time 07.45 to 08.45 and 15.15 to 18.00. During the holidays and inset days it is open 08.30 to 18.00. The group is registered to provide breakfast, after school and holiday care for a maximum of 60 children from three years up to eight years at any time.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow current and appropriate environmental health and hygiene guidelines. They follow and understand simple good health and hygiene practices, for example, washing their hands before eating, after using the toilet and playing outside. Children learn about healthy living by eating a variety of healthy snacks and meals and having regular

opportunities for exercise, both indoors and outside. Staff are good role models, washing their own hands and using aprons before handling or preparing food. Children are protected from the spread of infection because the staff follow the club's clear sickness policy and use appropriate products to clean surfaces. For example, after activities staff clean tables with disposable cloths and anti-bacterial spray and sweep floors clean. Children learn about healthy living, through regular physical play and activity. They play in the playground and main hall throughout the session and can rest according to their needs on the comfortable sofas which are provided in a quiet area.

Children have their health and dietary needs met because the staff work well with parents. They ensure they meet parents' wishes and children's preferences, together with any religious or dietary requirements to nourish children in their care. For example, vegetarian options are prepared for children requiring them and these are served at the same time to help all children feel included. Children are nourished and receive a variety of fresh fruit and vegetables during their meals and snacks, such as tuna pasta bake, chicken casserole, spaghetti bolognaise, jacket potatoes, sweetcorn and peas; with desserts of ice cream, jelly or fruit cocktail. Children receive regular drinks throughout the session and on request. The staff ensure good supplies of fresh drinks are prepared for children's arrival at the club. Snacks, such as slices of fruit, tomatoes and cucumber are also prepared for children to eat as and when they require. Drinks remain available at all times throughout session, with staff reminding children to drink periodically.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm and welcoming premises, where they are free to move around. Staff are able to give children the freedom to play safely without stifling their enthusiasm. The staff provide a secure and safe indoor and outside environment, which is clean and appropriate for children's play. They ensure children remain secure by keeping them within their sight or hearing throughout the session. Children safely access a fully enclosed playground under staff supervision, which is within the school property and is made secure as gates and fencing are well maintained. Indoors, they use the main hall for physical activity and the adjoining classroom for table top games and artwork. Children use a good range of suitable and safe equipment, toys and resources, which are easily accessible and carefully checked for wear and tear by the staff on a regular basis. The staff rotate resources to support the children they care for, ensuring they meet their individual needs by observing the children as they play and by planning the resources to accommodate children's requirements. Children are safe and secure in the staff's care, as they reduce risks and hazards and minimise dangers within the premises and outside. They learn to keep themselves safe and avoid accidental injury by following staff's guidance on safety when outdoors and by not running around inside the premises, in case they slip, trip or fall. For example, children are able to explain that they must not run in the classroom in case they bang themselves on the tables or knock each other over. Children are secure and receive appropriate supervision as staff deploy themselves around the areas the children use with little fuss, supporting children wherever needed.

Premises are secure during opening hours, with secure entry systems preventing unvetted adults from entering the premises unobserved and visitors signing in and out. Parents are required to sign their child out on collection and staff operate the entrance door to maintain good levels of security. Rooms have appropriate safety precautions, such as smoke detectors, with all hazardous objects stored out of children's reach. Children learn about fire safety and evacuating in case of a fire, because the staff use a clear evacuation plan, which they share

with children and help them to understand with regular practice. Children are protected because the staff clearly understand their role in child protection and are able to put appropriate procedures into practice when necessary. Staff have a good awareness of their responsibilities and know the importance of recording information confidentially. Parents are aware of the staff's role and their responsibilities to protect children because this is included in the club's detailed policy.

Helping children achieve well and enjoy what they do

The provision is good.

Children use their initiative and acquire new knowledge and skills, for example, during the daily science experiment, children record their observations with enthusiasm, as they watch the gradual changes in the appearance of cut flowers standing in water, with either food colouring or powder paint added. Staff encourage different children to write the observations and the record is put on display beside the flowers at the entrance table to share with parents. Children develop confidence, independence and self-esteem, responding to the challenges the staff provide. For example, a small group of children choose to go into the large hall with staff and play a variety of ball games, using skills to bounce and catch, along with number work to make games fun and interesting.

The staff plan activities using table top games, which use a variety of skills, such as balancing objects, spelling games, arts and crafts, construction with Knex or beads and threading to ensure children have a variety of experiences that will challenge their learning. Children begin to distinguish between right and wrong, understanding acceptable behaviour from an early age. They take turns at popular games, such as pool and invite their friends to challenge them. Children participate in activities, which further develop their existing skills and encourage new ones. For example, children enjoy making fortune cookies from tissue paper, where they can write their own message to go inside cookie and assemble their design with sticky tape. Children also enjoy helping to make a large display poster to advertise the club, using a variety of materials and their own ideas. They paint and glue together harmoniously, with staff gently guiding their ideas.

Helping children make a positive contribution

The provision is good.

Children become aware of our wider society and understand diversity through the developing range of toys and resources that reflect positive images of culture, gender and disability. For example, staff provide resources to create a variety of skin colours for children who wish to draw faces of staff for a wall display. Staff also use themes for different cultures, such as when the children are learning about Chinese New Year they are able to create their own fortune cookies and fans from art resources. Although there is a selection of resources on the premises, staff are also able to use the school resources, particularly the library, to extend children's learning. Children feel a sense of belonging in the relaxed and friendly atmosphere. They are content and show confidence in their play; artwork displays decorate walls to help children feel valued and build their self-esteem. Children make choices and take decisions in their play, with toys and equipment accessible to all children. The staff treat children as individuals but with equal concern, meeting their individual needs. Younger children mix with each other and their older peers, playing with the table top toys and various activities. Staff know children of all ages well and remind them to drink, share and play quietly as necessary. Children greet each other on arrival and form small groups, with some children choosing to sit quietly to read, which

both staff and other children respect. Children's individual needs are discussed with parents; any particular needs are recorded on the contract and child details forms. For example, religious preferences are noted together with parents' wishes regarding their child's participation in cultural events.

Children receive appropriate support and all children are valued as individuals. For example, staff are happy for the children to ask for cuddles when they feel the need for physical contact and then to move on around the room to keep children safe, supervised and occupied. Children are aware of their own needs and the needs of others, as staff encourage children to respect each other's needs. Children show this by telling staff when younger children need any help or support during the session or if they feel any other child is quieter than usual and may need staff to help them. Children understand responsible behaviour, knowing and understanding the club's rules. For example, children have designed their own wall display of words and pictures that describe the club rules, such as no fighting or swearing; or respect others and be kind and polite. The children's artwork shows that children are aware of cultural differences in their different appearances, but they focus on the wording of the rule they have illustrated, not on their design of the child's faces. Behaviour is generally good and children play well together. The management of their behaviour is verbally agreed with parents and in the club's policy. Strategies in use are time out with staff member, with diversion and discussion as appropriate to the age and stage of the child. For example, when children who appear to be getting impatient while waiting for their turn on the Playstation become noisy and distract others, staff divert their attention by asking for their input to the daily science experiment. The staff believe in using positive praise and encouragement and constantly praise children for all their efforts and their good behaviour. Children benefit from the developing two-way relationship between parents and staff, using noticeboards and regular newsletters, together with daily communication on collection. The staff work well to improve communication with parents and speak to children often to meet their individual requirements. The staff encourage good communication with children and their families to develop continuity of care. Parents are aware of Ofsted contact details through the complaints procedure and the parents' poster is on display.

Organisation

The organisation is good.

Children benefit from the good organisation of time, space and resources at the club. For example, they are able to use a quieter area for rest, which is separate from the more physical activity areas in the main hall. The well organised rooms and activities are prepared for children to enable them freedom of choice. Plans of the daily routine are displayed and are followed flexibly to allow time for children's play to conclude. Staff have a high regard for the welfare and well-being of all children attending the club. Children enjoy their time, relaxing in the friendly atmosphere with appropriate support from caring staff, who ensure the care of the older children does not impact on the younger ones. Children mix well across the age ranges and staff take care to ensure that younger children are cared for appropriately and can share the resources easily. The staff encourage good communication with children and their families, updating records and contact details regularly and speaking to parents daily to develop continuity of care. Children's attendance is accurately recorded with most parental consents obtained. However, permission to transport children from neighbouring schools has yet to be obtained.

Recruitment and vetting checks ensure children are well protected and cared for by staff with a good knowledge and understanding of child development. The adult:child ratio positively supports children's care, learning and play because the staff ensure they care for children in

small groups, deploying themselves well and ensuring each group of children or individuals are appropriately supported and supervised. Clear and detailed policies and procedures work effectively and are accessible to parents. They include child protection, health and safety, behaviour management and admissions. Documentation is regularly reviewed and updated, well-organised and secured. Ofsted contact details are available on the parents' poster and in the detailed complaints procedure. However, there is no written record of complaints available to share with parents on request.

The provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain permission from parents for transporting children between schools and the club premises and develop the complaints procedure to include a written record of complaints to share with parents on request

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk