

# Kids Play at Loughton School

Inspection report for early years provision

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**Unique reference number** EY360554  
**Inspection date** 07/12/2009  
**Inspector** Alexandra Brouder

**Setting address** Loughton County Middle School, Bradwell Road, Loughton,  
MILTON KEYNES, MK5 8DN  
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**Type of setting** Childcare on non-domestic premises

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Kids Play at 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, information and communication technology (ICT) suite and food technology rooms. There is access to a fully enclosed playground and surrounding playing fields for the children's outside play.

A maximum of 60 children in the early years age range may attend the out of school club at any one time and there are currently 20 children on roll in this age group. The club provides care for children who attend the local schools, community and surrounding areas. The club is open during term time from 7.45am to 8.45am and 3.15pm to 6.00pm. During the holidays and inset days it is open 8.30am to 6.00pm. The setting has experience of caring for children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs seven staff, six of whom hold appropriate early years qualifications.

The setting is registered on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register.

## The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff know the children well and provide an environment in which children are able to access a range of suitable resources and activities to meet their needs. However, weaknesses in the management and leadership of the setting impact on children's welfare. A number of legal duties and regulations are not met, which could have a significant impact on the safety of children. Not enough is done to develop partnerships with other settings in order to meet each child's needs. The setting has not established an effective system to evaluate their performance overall and therefore has not recognised significant weaknesses in the range of policies and procedures in place, in addition to this, the manager has not had sufficient access to the statutory framework for the Early Years Foundation Stage (EYFS), consequently the welfare of children is not effectively safeguarded.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

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

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- improve records so that children's collection times 07/12/2009

- from schools are clearly recorded as hours of attendance (also applies to both parts of the Childcare Register) (Documentation)
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 14/12/2009
  - ensure that staff, parents and carers have access to and understand the most recent safeguarding children policy and procedure (also applies to both parts of the Childcare Register) (Safeguarding and promoting children's welfare) 21/12/2009
  - make records of the information used to assess the suitability of staff available to Ofsted to demonstrate that checks have been done (Suitable people) 21/12/2009
  - ensure that the name, home address and telephone number of the provider and any other persons living or employed on the premises are available for inspection (also applies to both parts of the Childcare Register) (Documentation). 08/12/2009

To improve the early years provision the registered person should:

- develop knowledge of the Early Years Foundation Stage to ensure that ongoing observational assessment is used to inform planning for each child's continuing development through play-based activities
- lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review the complaints procedure to ensure it contains the correct information for Ofsted
- ensure that equality of opportunity is promoted throughout the setting, in particular with regard to the toys and resources that children have access to reflect the diversity of the world in which they live and enable each and every child to feel valued and included.

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

The manager and staff are secure in their knowledge of what to do should they have a concern about the welfare of a child in their care and of their duties and responsibilities regarding child protection. A range of records, policies and procedures are in place, however, important regulatory documents, such as the safeguarding procedure and attendance records for children, are not in line with requirements which means the welfare of children is not effectively safeguarded. For example, procedures to follow within the safeguarding policy are not consistent with current practice or shared effectively with parents, carers and staff. In addition to this there are weaknesses in other areas of leadership and management which impacts on children's welfare. Although procedures are in place to ensure that staff are suitably recruited and vetted, evidence to show this

process is followed was not available for inspection.

Daily risk assessments are completed to minimise hazards to children. In addition to this a comprehensive risk assessment of the indoor and outdoor space, and any outings that may be taken, such as walking to and from the school, is in place to ensure that children's access to hazards are minimized. Although the recommendation made at the last inspection has been addressed, this has not been completed in full as the complaints policy is not up to date with requirements. In addition to this, there is no effective system to assess and evaluate the overall performance of this setting which means that significant weaknesses have not been recognised and dealt with and therefore there is no effective plan to secure ongoing improvements. However, the manager has only been at the setting for three months and as yet has not fully explored the statutory framework for the Early Years Foundation Stage as this has not been easily accessible to her.

The manager of this setting is enthusiastic and ensures that she and her team of staff are deployed effectively within the setting to best support the play and learning of all children that attend. Important information about the children and their individual needs is efficiently gathered to ensure that they are fully enabled to participate and benefit from their time at the setting. The setting are beginning to work in partnership with parents to ensure that they are fully aware of children's wants and needs and speak daily to parents about what their child has done each day. However, staff are not proactive in their communication with other settings that children attend in order to obtain and share information about children's development. The promotion of equality and diversity within the group is satisfactory and all children are treated fairly and with respect. An inclusive environment is offered and although the staff do not currently care for children with special educational needs and/or disabilities, procedures are in place to ensure that any child's needs can be met. However, there are limited resources and toys which promote a positive image of other cultures, lifestyles and disabilities which impacts on children's awareness of others and the wider world.

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

Children enjoy their time at the setting and play very well together. A suitable range of age-appropriate activities and resources are made available to them and they quickly become involved in an activity of their choice. For example, a group of children enjoy cutting out coloured cellophane to make their own stained glass window, whilst others organise a group of their friends to play running games in the hall. In the main, the organisation of the setting supports children's needs effectively. However, staff are not proactive in their communication with other settings in order to obtain and share information about children's development. All staff take an active role in the planning of the environment and have developed good relationships with children to enable them to know how to meet their needs through this. In addition, children are asked what they would like to have out to ensure that they have a choice in the range of activities on offer. However, the process of observation and assessment is not yet robust in ensuring that the needs

of individual children are planned for effectively, which may impact on their learning and development. In addition, some staff are not yet fully secure in their understanding of the Early Years Foundation Stage.

Staff model positive behaviour towards each other and children. Consequently, children behave well and manage their own behaviour appropriately. For example, children were observed to take turns when playing a game of 'Who wants to be a millionaire?', waiting patiently for their turn. In addition, children have taken an active role in the planning of rules for the setting, such as being kind to one another and to share and take turns. Children begin to solve problems as they take part in art activities and build with a variety of construction equipment, such as small plastic bricks. They have many opportunities to mark-make as they use pens to complete word searches and access various tools, such as scissors and glue sticks to make Christmas decorations. Although children have opportunities to explore festivals and the wider world through craft activities and discussion with staff, there are limited accessible resources to enable them to gain knowledge of other cultures, lifestyles and disability in daily play. Some resources are available to children to support their learning in information and communication technology, such as battery operated resources. In addition, children have opportunities to spend time in the computer area within the school to further their skills.

Children are developing a growing sense of safety as staff talk to them about walking safely to the setting from their school as they inform them about crossing roads safely and listening to instruction. However, children's ability to feel safe is compromised as documentation to support this is not recorded appropriately. For example, consent has not been obtained from parents to administer intrusive medication, impacting on children's welfare. In addition to this, there are limited records in place to identify staff or show that they are suitable to work with children. Children's health is effectively supported as they have access to a range of healthy and nutritious meals and snacks each day, contributing to a balanced diet. In addition to this, children manage their own health as they know to wash their hands before accessing any foods, after messy play and when they have used the toilet. Children's physical skills are good and staff ensure that children are challenged well in this area. For example, as they take children into the large play area and organise running games with children in the large hall.

## 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>	4
The capacity of the provision to maintain continuous improvement	4

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (providing information to parents) 21/12/2009
- take action as specified in the early years section of the report (Records to be kept). 08/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (providing information to parents) 21/12/2009
- take action as specified in the early years section of the report (Records to be kept). 08/12/2009