

Kids Play at Loughton School

Inspection report for early years provision

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Inspector Susan Marriott

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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.

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Description of the setting

Kids Play at Loughton School was registered in 2007 and is one of a number of settings operated by 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 five 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 from 8.30am to 6.30pm. 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 satisfactory.

The club promotes many aspects of children's welfare with success, although evacuation drills are practised with insufficient frequency. Staff give inclusive support to ensure that every child receives an enjoyable out-of-school experience and there is a suitably practical working partnership with parents. The club has been proactive in taking appropriate action to address issues raised at the last inspection. Managers are motivated and have a generally positive approach to self-evaluation, enabling them to prioritise areas for improvement and offer a service which is responsive to the needs of its users. Regular visits from a senior manager are made to the provision, securing sufficient capacity to improve.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- increase the frequency of evacuation drill practice
- ensure planning and assessment systems are embedded to consistently show children's next steps and provide a clear record of their progress.

The effectiveness of leadership and management of the early years provision

Children's welfare is promoted as there are appropriate safeguarding procedures. Proper checks are carried out to ensure that all staff are suitable to work with children. The staff have a clear understanding of child protection issues and the procedures to follow in accordance with the Local Safeguarding Children Board guidelines. Visitors are asked to produce verifiable identification, before being admitted to the premises and the registration system is sufficiently robust to ensure children's safety and welfare at all times. There are sound systems in place to check the suitability of the staff and to ensure that they hold or are working towards early years qualifications. Basic risk assessments are carried out but evacuation drills are not practised with sufficient frequency to ensure that all children and staff are confidently familiar with the procedure.

Managers and staff have a good understanding of anti-discrimination, enabling them to provide a service which is inclusive for all children and their families. They make sure that they understand each child's background, cultures and beliefs and encourage children to recognise and respect differences. Children's self-esteem is promoted as they are offered opportunities to talk about their beliefs, families and recent experiences. Recent improvements in the provision of resources, such as posters and dual-language books, provide positive images and help children to feel welcome and valued. For example, a new kitchen and home corner is proving exceptionally popular with children of all ages and provides the context for practising valuable role play and mark making skills. Staff are deployed effectively to support children's learning and development. Daily dialogue between staff and parents upon collection includes communication about how their child has been and the activities they have enjoyed. Basic links are in place with the schools to ensure that information is passed on when children arrive at the provision and required information is displayed near the entrance for parents' perusal.

Staff have worked hard to improve the outcomes for children. A recent review of all policies and procedures provides a sound basis for the efficient management of the provision and resources have been improved. The manager takes feedback from staff, parents and children positively and prioritises actions, introduces changes and reviews the impact of these. Plans include supporting staff in attending further training and gaining qualifications. This helps create a positive learning environment, where staff are deployed effectively and are motivated to offer children an extended range of opportunities. Managers have begun to reflect upon established practice to ensure that areas of weakness are identified and acted upon, thus demonstrating sufficient capacity to improve.

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

Children relate well to staff and are happy, relaxed and engaged in activities of their choosing. Planning is flexible and responsive to the needs of the children at end of school day, ensuring that children are provided with play opportunities

which complement the main Early Years Foundation Stage provision in school. Staff have devised a suitable system of assessment to ensure that activities build upon children's interests. However, recently introduced assessment procedures are not yet sufficiently embedded to consistently show children's next steps and provide a clear record of their progress.

All ages play together harmoniously in this busy environment and children who wish to be quiet and play alone are equally well supported by the staff who check that the children are content and offer to keep them company. Staff use their knowledge of each child to make the best use of their individual learning styles to promote their development. For example, they ensure that they explain the rules of word searches to enable children to complete these together. Simple activities such as icing biscuits together provide opportunities for children to extend their vocabulary and develop their communication skills with children of all ages. Children's emotional development is promoted as they develop secure relationships with the staff.

Children can independently access games and play materials and staff respond readily to individual requests to share play. The environment is generally accessible, enabling children to make independent choices. The whereabouts of children on site is carefully tracked through the use of lists and this enables them to come and go safely between activities as they choose. Young children may choose to relax in the quiet corner with books or the television, play inside or join the group playing outdoors in the fresh air. During the inspection, staff sit and offer assistance and encouragement to children who wish to complete a challenging jigsaw puzzle.

Nutritious snacks and drinks are freely available to sustain the children until they go home and the club offers the option of a cooked evening meal on a four week rotating menu. Children's views are actively sought regarding snack and menu choices within healthy eating guidelines. The consistent approach to behaviour management enables children to feel secure and develop their understanding of appropriate behaviour. They show care and concern for each other, sharing resources, listening and taking turns in discussions. Staff act as good role models and encourage children to work together to sort out any issues. Children respond positively and demonstrate a good sense of responsibility for their behaviour. Children's understanding of diversity is developed as they participate in daily discussions, access relevant resources and celebrate festivals that reflect their beliefs.

The children have regular access to outdoor play within the school grounds to burn off their energies. There is a 'trim trail' and generous amounts of small apparatus such as balls, hoops and roller gliders to promote the development of physical skills. Staff also arrange indoor team games such as 'Stick in the mud' in the school hall. Children's behaviour demonstrates that they feel safe. They are confident and actively involved in their learning, developing positive attitudes to this. Staff remind children to be careful of the traffic when walking to and from the setting and vigilantly supervise them when crossing the road. In this way, children learn to keep themselves safe and learn valuable skills for the future.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

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