

# Kids Play

Inspection report for early years provision

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EY257078

**Inspection date**

12/01/2011

**Inspector**

Judith Chinnery

**Setting address**

Kettering Leisure Village, Thurston Drive, Kettering,  
Northamptonshire, NN15 6PB

**Telephone number**

01536 484838

**Email**

paulsharp@wherekidsplay.co.uk

**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).

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 opened in 2003 and is part of private company. It operates from Kettering Leisure Village in the town of Kettering and serves the local area. Kids Play offers before and after school care and a holiday club. A new pre-school has also just opened. Accommodation is on two floors. The ground floor is used as a children's play centre, with toilets, and kitchen. The childcare rooms for the out of school club and pre-school are on the first floor with toilets and an office. Children are picked up from a number of schools over the whole of Kettering. A maximum of 48 children may attend the club at any one time. There are currently 362 children aged from four to 13 years on roll, of these 40 are in the early years age range. They all attend at different times. The pre-school offers three hour sessions, which will vary according to demand until 2.45pm. The after school club opens from 3pm until 6.30pm during term-time and the holiday club from 8.30am to 6pm during school holidays. The club is able to support a number of children with special educational needs and/or disabilities and those who speak English as an additional language. Two full-time staff work with the children and three play-work staff from the centre assist with school pick-ups on a daily basis. The manager and her deputy hold relevant Early Years qualifications appropriate to the post.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Most children are making good progress towards the early learning goals and their individual needs are effectively met. This is because the staff are knowledgeable about the Early Years Foundation Stage and recognise that each child is unique. Staff work closely with parents and carers, involving them in their child's care and learning so that each child is well supported, although, other partnerships are less well developed. The staff are well aware of their strengths and weaknesses and show a real commitment to improving provision for the children in their care.

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

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

- improve liaison and partnerships with other early year's provisions to ensure continuity of care
- develop the ability of staff to promote children's skills in creative and critical thinking more effectively.

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

The small staff team work effectively together to manage the setting well. Children are safeguarded and well protected because managers and staff are

knowledgeable and suitably trained. They are supported in their role by effective written safeguarding policies and procedures. All staff, including support staff are vetted in line with requirements. Robust recruitment procedures are in place as well as thorough inductions for all new staff. Annual appraisals also take place and contribute to keeping children safe. Children are able to move safely and freely around the setting because the areas they use are regularly checked, safe and comprehensively risk assessed.

Children can easily access a wide range of resources including art and craft and computer games which means that their play, learning and relaxation is effectively supported. Children really benefit from access to the large play equipment in the play centre and are well supported by the staff.

Managers and staff are very aware of their strengths and weaknesses. They have an on going process for evaluating and monitoring the effectiveness of their provision. They continually look for ways to improve their provision for the children and to this end set ambitious and appropriate targets. The input of both parents and children in this process lead to prompt improvements for the children, such as the provision of a wider range of resources and consulting them about the planning of activities. Managers are enthusiastic, act as good role-models and have a real desire to continually improve.

The staff form close working relationships with parents and carers. They obtain useful information about each child which includes their dietary needs and developmental information. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share important information about their child's starting points and progress. This means that parents can become involved in their child's learning and each child is well supported in making progress towards the early learning goals. Relationships with other provisions such as the schools the children are collected from are developing. Staff endeavour to obtain information about a child's day and liaise over any particular problems. However, this is not yet well established and the setting does not always have sufficient information to ensure they are fully informed about a child's developmental progress. This means that continuity of care and learning for some children is occasionally impeded.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff and children well. This means that the individual needs of all children are met and all children are included fully in the life of the setting.

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

Children really enjoy being in this setting. On arriving they are excited and eager to become involved. Children are well aware of their environment and are developing good skills in keeping themselves safe. For example older children look out for the younger children and offer help when they are on the big climbing

apparatus. This is because staff have established good routines and rules with the children to ensure their safety.

Children's good health is promoted well by the staff. Good routines for hand washing before eating food are well established. The children's physical development is very good. This is because they have lots of opportunities to use the very large and challenging apparatus in the play centre on a daily basis. They are developing good skills in climbing, balancing, sliding as they use a huge variety of equipment including the rope ladders and zip wire.

Children make good progress in their learning and development. This is because the staff build on the children's interests and what they need to do next in their development to plan an appropriate range of activities. Children really enjoy talking with each other and the staff. They have a wide range of books to read and plenty of opportunities to practise early writing skills. The staff ask open ended questions whilst interacting with the children and offer many situations where children can act independently such as by setting the table for dinner. This means that children are developing generally good language and literacy skills. However, the staff occasionally miss some opportunities to extend children's ability to solve problems for themselves. Children count confidently using a variety of games. For example, they use number in the fishing game. They explore shape and space through puzzles. Consequently they are developing good skills in mathematics. The children are enthusiastic in using the computer and other technology. They enjoy sharing information about themselves and their families. This means they are developing a sound knowledge and understanding of the world. Children's access to technology and good progress in the areas of learning means that they are also developing good skills for the future.

Children behave really well in the setting because the staff give clear explanations and set appropriate boundaries. Children are also taking responsibility for their own behaviour and are enthusiastic in setting their own rules, such as, 'always be kind to each other'. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff make effective use of resources and activities to introduce new ideas and promote diversity.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### 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>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
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	2

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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