

Kids Play ChildCare

Inspection report for early years provision

Unique reference number EY365574
Inspection date 15/08/2011
Inspector Lynne Lewington

Setting address Portfields Combined School, Westbury Lane, NEWPORT
PAGNELL, Buckinghamshire, MK16 8PS

Telephone number 07515 329979

Email

Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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 Portfields School opened in 2007 and is part of the Kids Play Childcare group. It operates from the main hall in Portfields Combined School, which is situated in Newport Pagnell, close to Milton Keynes. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children may attend the provision at any one time and there are currently 20 early years children on roll. Children attend between the ages of four years and eleven. All children share access to a secure enclosed outdoor play area and children come from within the local community.

The after school club runs from 3.00pm to 6.00pm. During the school holidays the club operates a play scheme, which is open on weekdays from 8.30am to 6.00pm. The setting currently employ a total of four staff; and three bank staff . Six of these staff have level three qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. Children enjoy a good variety of leisure activities enabling them to relax, socialise and develop their interests and skills. A well organised staff team interact with the children, supervising them closely but also allowing the children to make their own decisions. Good use is made of the hall and the very attractive outdoor environment although the toilet facilities are poor. The activities are organised well ensuring equal opportunities for all to participate. A comprehensive self-evaluation indicates the setting is successfully striving to continuously develop the quality of the service they offer.

What steps need to be taken to improve provision further?

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

- ensure the premises are clean and staff are aware of the requirements of health and safety legislation (including hygiene requirements)

The effectiveness of leadership and management of the early years provision

Staff demonstrate a confident knowledge of the signs and symptoms of abuse and the action they would take if they were concerned about a child. Clear policies and procedures for safeguarding are easily accessible to both staff and parents. Appropriate checks are undertaken ensuring all staff are suitable to work with children. The premises are secure and children learn safety rules which help to keep them safe. For example, they know that they must not unlock the secure

door to let people in even if they know them. Good use is made of the available resources to ensure children have a fun time. Children make good use of the indoor space undertaking both table top and floor activities. Staff take consistent care to ensure this area is well maintained and spotlessly clean. However, the toilet areas are dilapidated and insufficient care is taken to ensure they remain clean throughout the day. The outdoor environment enables the children to have the freedom to make choices and develop their physical skills very well. Detailed information gathered on admission to the setting helps staff to fully understand and meet individual needs appropriately. Careful provision is made to ensure meals meet individual dietary needs of each child. Strong partnerships develop with parents as staff keep them well informed through face to face discussion and the informative notice boards. Good links with the school and other children's activities in the local community help to promote continuity of care and also increase children's awareness of their local community.

All the required documentation is maintained systematically to promote the safety and well-being of the children and meet the requirements of registration. Staff hold relevant qualifications, attend training opportunities and consequently they are confident and enthusiastic in their roles. Self-evaluation informed through parental and staff involvement indicates the setting recognises its strengths and realistically plans for achievable improvements.

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

Children demonstrate sensible awareness of how to promote their own safety. They listen attentively to the staff and remind each other of safety rules. Fire evacuation drills ensure the premises can be evacuated swiftly in an emergency. The variety of activities on offer enable children to learn how to manage risks through careful behaviours, such as wearing a bike helmet when using a bicycle. They learn to follow safety information as they are secured into safety a harness and use a climbing wall under close supervision. Children demonstrate confident awareness of how to promote their own good health. They independently wash their hands before snacks and mealtimes and recognise the importance of wearing sun cream. Staff help to ensure sun cream is applied sufficiently to all children before outdoor play.

Staff observe and monitor progress very well. Key workers maintain clear records indicating starting points, and consequently the progress children make through each area of learning is easily identified. This helps to ensure that each child benefits from the many experiences on offer.

Simple systems organised by the staff help to ensure all children have a turn as they undertake a variety of outdoor activities. Children demonstrate increasing confidence and stamina as they undertake a climbing wall activity under close supervision. They enjoy safely riding their own bikes or scooters around the large playground and demonstrate increasing coordination and balance on the trampoline. Racquet and ball games increase their awareness of turn taking and

cooperation. The attractive adventure play areas provide further opportunities for developing balance and coordination. Finer physical skills and creative skills develop as children use tools in the play dough, create detailed pictures using small plastic beads and make a variety of decorated hats from paper. The hall is set out attractively providing children with space to socialise or play alone if they wish. An area with books and comfy cushions provides a relaxing quiet environment to relax. Children draw and create attractive pictures with crayons, felt pens and pencils developing creative and mark making skills well. They show awareness of the natural world as they comment on the weather and the importance of wearing sun hats and sun cream. Children enjoy opportunities to use computer games and discuss and compare with their playmates. Building with small bricks, using road tracks and small world figures provide young children with opportunities to develop their abilities to match, think about size, position and shape. Staff encourage, praise and extend the children's learning well through their interest and comments, enabling children to feel proud of their achievements. Everyone actively participates in clearing and packing away ensuring resources are cared for and available for use another day. Staff undertake good quality planning based around children's interests and requests ensuring all children have opportunities to undertake activities they know and enjoy.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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

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