

Kids Play

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

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|--------------------------|------------|
| Inspection date | 07/05/2013 |
| Previous inspection date | 12/01/2011 |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision is satisfactory

- Children's learning is promoted through the interesting activities and resources available to them. They confidently select resources both indoors and outdoors, therefore, making informed choices with regard to their play.
- The pre-school provision is well organised. Staff undertake observations, which are reflected in the planning enabling them to meet the needs of every child. This ensures each child makes good progress in their learning and development.
- Parents are happy with the service they receive and feel staff are approachable, kind and caring. Daily discussions ensure parents and staff are kept up to date and aware of any changes in care that may be needed. Therefore, children's needs are consistently known and met.

It is not yet good because

- Children's safety is not fully assured as not all potential hazards are consistently minimised. This means that risk assessments are not always followed appropriately and the gate to the outdoor play area is not always secured.
- Words that represent children's home language are not displayed within their play room, therefore, not all parents and children are always fully included.
- Children do not consistently have opportunities to serve their own meals, therefore, their independence and self-help skills are not always encouraged.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in the play room, soft play area and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of staff working within the setting.

Inspector

Tracey Boland

Full Report

Information about the setting

Kids Play was registered in 2003 and is on the Early Years Register and compulsory and voluntary parts of the childcare register. It is privately owned. It operates from Kettering Leisure centre, in Kettering. Children have use of a large soft play area and large play room on the first floor. There is an outdoor play area that is cordoned off for the children to access for outdoor play.

The pre-school is open from 8.30am until 3pm term time only and afterschool care is provided from 3pm until 6.30pm Monday to Friday. A holiday club operates during school holidays from 8.30am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. It supports a number of children who speak English as an additional language.

The pre-school employs three members of staff. Of these, two hold appropriate early years qualifications at level 3 and one also holds qualified teacher status. One practitioner is working towards a level 3 qualification. The setting receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- take steps to make sure that all areas accessible to the children are safe, with specific reference to the risk assessment for outdoor play and the security of the main gate.

To further improve the quality of the early years provision the provider should:

- review routines to enable children to consistently develop their independence, with specific regard to mealtimes
- display words from different home languages and invite parents and other adults to contribute, so that all children and their families always feel included.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff gain a clear understanding of the children they care for because they spend time with parents finding out about their children and their abilities before they start at pre-school. This enables them to plan effectively for their individual learning needs. As a result, children make steady progress because staff support them well through their knowledge of how children learn and develop. Staff observe children in their play and use photographs to illustrate the activities children enjoy. Teaching focuses on individual emerging skills and enables staff to plan appropriately for their next steps in their learning. Staff encourage parents to contribute to their child's learning as they are encouraged to share what their child can do at home. Consequently, their learning journals demonstrate children are making good progress in their learning and development. Children are interested and motivated, which has a positive effect on their learning.

Children are well supported in acquiring new skills as staff build on their emerging interests. Children's creativity develops as they engage in a variety of activities, such as using water, shaving foam and sand. This encourages their sensory exploration and they use small tools which encourage their small muscle skills, for example, when using various tools to dig, pour and mould the sand into shapes, using buckets and various shapes to make models. Children use their imagination well as they involve themselves in role play. They pretend to be builders on a construction site and re-enact familiar experiences, for example, constructing their own walls with large foam bricks, talking about safety while wearing hard hats and using tools to support them as they build.

Children confidently move around the room and soft play area to investigate and develop their physical skills and staff support and encourage them very well. For example, children develop their large physical skills as they climb over, under and through tunnels, confidently go down the slides, explore the climbing apparatus and bouncing on the trampolines. They gain confidence and control as they enjoy the feeling of being active.

Staff use positive strategies to help encourage children's language skills and ask questions to extend children's thought processes, for example, when exploring shapes asking what other things they may see during the day that are the same shape. This compounds their learning and encourages them to recall. Children enjoy choosing from a wide variety of books which they read alone or with a member of staff or chosen friend. In addition, they take books home to share with their parents, which further support their early literacy skills. Letters and labels are used within the play room to enhance children's understanding that print carries meaning and children thoroughly enjoy identifying their own names at circle time. Children who have English as an additional language are welcomed into the setting and some words in their first language are sought from parents as part of the initial settling routines. Positive images are displayed of the children involved in activities within the nursery and resources are stored in labelled boxes to further encourage children's understanding of the written word. However, although children see labels around the room in English staff do not display words around the children's play rooms in other languages. Consequently, sometimes, not all parents and their children are fully included.

Staff give priority to the prime and specific areas of learning and are fully aware of the importance of including parents in the discussion of children's strengths and any concerns. This means staff can identify when early intervention may be needed to ensure that

children receive the appropriate support to help them progress.

The contribution of the early years provision to the well-being of children

Children's gradual introduction to the pre-school group and their key person supports their transition from home. Staff spend time talking to parents about their child to gain an insight into their needs and abilities. Staff clearly understand their roles and responsibilities with regard to meeting children's individual needs and welcome every child into the group. This encourages their feeling of security as they establish close relationships with them.

Children's self-esteem continually develops through the praise and encouragement they receive. Children learn the importance of being kind and thoughtful towards each other and staff are positive role models, reflecting appropriate behaviour and acknowledging progress and achievements. As a result, children behave well. Children make informed choices with regard to their play as there are plenty of interesting resources available that encourage them to be inquisitive, active learners.

Children's health is promoted by staff and individual dietary needs and preferences are known and respected by them. Snack type meals are provided and mealtimes are a social occasion where staff and children chatter about their day. Children are given choices with regard to sandwiches and fruit and fresh drinks are provided. However, although children are, at times, encouraged to help themselves to foods this is not encouraged every day. Therefore, they do not consistently build their independence skills in this area. All children learn sensible hygiene routines that encourage their understanding of keeping themselves healthy. Children benefit from fresh air and plenty of exercise and enjoy outdoor play. They extend their physical skills when using the large soft play area which includes climbing apparatus, large slides and trampolines and they enjoy wheeled toys, bats and balls outdoors. Staff are mindful of safety and all areas used by the children are checked before the children arrive. Arrival and departure from the setting includes parents registering their child and all visitors are asked for identification and their time in the setting is recorded. Children learn to use the stairs to and from the play room safely and the importance of wearing sun protection and hats when outdoors in the sun. Therefore, keeping themselves safe.

Staff work well with parents and other professionals to ensure any additional or medical needs are known and met. Staff are developing routines to help children in the transition to other settings and are establishing links with local primary schools. This, alongside photographs of the schools and their uniforms, help children to become familiar with the next step in their lives. Progress records completed at pre-school are forwarded to new settings to enable key people to gain an insight into their individual needs and development, enabling them to provide continuity of care.

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

Staff demonstrate a clear understanding of their role in safeguarding children from abuse and neglect so that children are kept safe. They keep their knowledge up to date through training and ongoing discussions. Clear recruitment and vetting procedures are in place to guarantee that all staff are suitable to work with children and staff develop a secure knowledge of their roles and responsibilities within the setting through the detailed induction process that is in place. This inspection took place following concerns from a member of the public about the safety of the children when in the outdoor play area. A tour of the outdoor area was completed and safety discussed. Written risk assessments are carried out for all areas used by the children and any outings that take place and staff supervise the children, adhering to the required staff: child ratios. However, although written risk assessments are in place they are not always effectively implemented. For example, staff take steps to make a boundary for the outdoor play area and position themselves to ensure they can see the children while they play but procedures to ensure perimeter gates are secure are not always followed. Therefore, children's safety is not always assured.

Staff and management within the pre-school continually strive to enhance the care they provide and meet regularly to share ideas and talk about the ongoing development of the setting. They have a clear understanding of the learning and development requirements and work closely to support each other, providing a service that meets the individual needs of the children. Professional development of all staff is supported well through regular supervisions and appraisals. All staff work hard to provide high quality care and learning opportunities for children. All staff are committed to providing care and learning for children through interesting and stimulating experiences.

Staff understand the importance of working with other professionals to ensure appropriate levels of communication and continuity of care to promote children's learning, development and welfare. Partnerships with parents are good and staff understand the benefits of working closely with them to ensure their child's individual needs are continually known and met. Parents are very happy with the care provided and acknowledge that staff keep them informed and involved in the care of their child. Daily communication sheets record the activities their child has enjoyed during the day and gives ideas of activities to complete at home. As a result, children are happy, supported and enjoy their time in the setting. Written policies are in place, which reflect the setting's ethos of care, for example, appropriate use of mobile phones within the setting, which staff and parents adhere to. Systems for self-evaluation enable the management team and staff to identify the setting's strengths and areas for development and parent's views are actively sought through the use of questionnaires and discussions that take place. Staff use these comments to look at ways of developing the care provided.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure the premises used for the purpose of childcare are safe and suitable (compulsory part of the Childcare Register)
- ensure the premises used for the purpose of childcare are safe and suitable (voluntary part of the Childcare Register).

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

| | |
|------------------------------------|--------------------------|
| Unique reference number | EY257078 |
| Local authority | Northamptonshire |
| Inspection number | 917983 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 48 |
| Number of children on roll | 40 |
| Name of provider | Kids Play Ltd |
| Date of previous inspection | 12/01/2011 |
| Telephone number | 01536 484838 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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