

Kids Play ChildCare

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



Inspection date	1 June 2015
Previous inspection date	15 August 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Children are mostly occupied but the range of the resources available, and how they are organised, does not effectively keep children motivated in their play, especially when staff are not with them.
- Staff develop relationships with parents and the schools children attend. However, they do not share sufficient information with them to ensure that all children's needs and interests are used to inform their planning of activities.
- The members of the management team have an overview of their strengths and weaknesses. However, when evaluating their practices they do not take full account of the views of the staff, parents or children to help consistently drive improvements.

It has the following strengths

- Staff have a sound understanding of how children learn and they use skilful questions when interacting with them to extend their knowledge.
- Children are encouraged to be independent and to help their friends during routine parts of the day, including mealtimes where children serve food themselves or help those at the table to be served.
- Staff undertake regular child protection training and know what to do to keep children safe in their care.
- The management team has an effective monitoring process that allows staff to access regular training and support to improve their practice.

What the setting needs to do to improve further

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

- review the organisation of toys and resources, both indoors and out, to ensure that these meet the needs of the children and they have greater opportunity to freely choose what they want to play with
- increase the information shared with parents and other settings children attend, to share details of children's interests and needs and keep them well informed about children's time at the club and about what the club provides, to improve outcomes for children.

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

- strengthen the process of self-evaluation to allow staff, children and parents to give their opinions in a timely way to more effectively identify areas of weakness and make concise action plans to bring about improvement.

Inspection activities

- The inspector observed activities inside and in the playground.
- The inspector spoke with the staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning, and a range of other documentation, including policies and procedures.
- The inspector spoke with a variety of parents.
- The inspector carried out a joint observation with the management team.

Inspector

Victoria Frost

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff understand what the children need in order to develop, and support this through play activities and planned group games. The children are generally able to make their own decisions about their play and, overall, staff take their views into consideration when setting up the play spaces each day. However, there are times when the spaces the children have to play and the resources offered are not well stocked, therefore, some children become disengaged from play. Staff use skilful questions to challenge children's ideas and thinking, and help develop their negotiation skills. Children are able to develop self-help skills through the day, such as when using the bathroom or packing activities away. Staff make observations of children's achievements, which are kept in their individual folders, but they are not shared regularly with parents and teachers. Therefore, the staff do not consistently use the relationships they have with others to support the needs and interests of children.

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

The children play in a safe and secure environment. Overall, children are able to play happily and can show enthusiasm in activities. Staff have a good knowledge of how children develop and use this to plan group activities, incorporating topics that the teachers are focusing on at school. Staff have a sound awareness of child protection issues and what to do to keep children safe from harm. They deploy themselves well to supervise the children they collect from school, and follow new risk assessed procedures when doing this to keep children safe. Staff speak to the teachers and parents as the children join their setting to gather information such as what they like and the topics that the school is teaching. However, this communication is not consistently maintained to support children's ongoing development. Children get plenty of fresh air and exercise, and use the playgrounds each day. However, these experiences are hindered by the quality and consistency of resources made available to them.

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

The management team ensures that staff receive regular training, and have appraisals and one-to-one meetings. Observations of their practice are made by their colleagues to share practice, and they can also raise any suggestions or queries with their manager during regular team meetings. The management team recognises that the way in which they share information between school and parents does not focus sufficiently on children's individual needs or interests. Management evaluates the practice of the setting and has identified some ways to improve this. However, on the day of inspection, management could not demonstrate how staff, parents and children input into ongoing plans for improvement. Therefore, the self-evaluation process does not consistently drive improvement.

Setting details

Unique reference number	EY365574
Local authority	Milton Keynes
Inspection number	1008607
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	48
Number of children on roll	20
Name of provider	Kids Play Ltd
Date of previous inspection	15 August 2011
Telephone number	07515 329979

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 after school club runs from 3pm to 6pm, all week. During the school holidays, the club operates a play scheme which is open on weekdays from 8.30am to 6pm. The setting currently employs a total of five staff, all of whom have relevant childcare qualifications between level 3 and level 6.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

