

Kids Play Ltd (Bury St Edmunds)

Inspection report for early years provision

Unique reference number	404820
Inspection date	07/11/2008
Inspector	Margaret Elizabeth Roberts
Setting address	Station Hill, Bury St Edmunds, Suffolk, IP32 6AD
Telephone number	01284 763799
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Type of setting	Childcare on non-domestic premises

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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.

Description of the setting

Kids Play Ltd (Bury St Edmunds) opened in 2001. It operates from premises situated close to the railway station in Bury St. Edmunds, Suffolk. There is an activity centre which is open to the public on the upper floor of the premises. On the ground floor, the setting provides a nursery for children aged from three months to five years, a breakfast club, after school care and a holiday play scheme for children aged between four years and 14 years. A maximum of 77 children aged from three months to under eight years may attend the nursery at any one time. It is open each weekday from 07.30 until 18.30. All children share access to an outside area. There are currently 61 children attending who are in the Early Years Foundation Stage (EYFS). Of these, seven children receive funding for early education. There are 13 members of staff who work with the children. All of these hold appropriate qualifications and three members of staff are working towards a further qualification. The provision is on the Early Years Register, the compulsory part of the Childcare Register and also the voluntary part of the Childcare Register.

Overall effectiveness of the early years provision

Children at Kids Play in Bury St Edmunds are cared for by a friendly staff team, where most children arrive happily and enjoy their time in the setting. Children benefit from the working relationships that staff have built with their parents and the links with other professionals to ensure continuity of care. The manager has been proactive in implementing the EYFS, however the setting's policies and procedures have not been updated to reflect the practice. On occasions the deployment of staff and the grouping of some children leads to individual needs and some areas of learning not being fully promoted. Whilst children enjoy a suitable range of activities the methods for planning and assessments are insufficient and the next steps of learning are not always identified.

What steps need to be taken to improve provision further?

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

- improve the educational programme through effective planning of purposeful play to ensure that there is a balance of adult-led and child-initiated activities
- further develop assessments to identify the next steps in learning for individual children
- assess the risks to children in relation to the locks on the out of school club toilets and the outside gate
- update policies and procedures in line with the Statutory Framework for the Early Years Foundation Stage.

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that staffing arrangements and the grouping of children are organised to meet the individual needs of all children.(Suitable people)

28/11/2008

The leadership and management of the early years provision

The setting is led by the manager who supports a caring appropriately qualified staff team who are encouraged to update their knowledge through further training. Children are safeguarded well through the effective recruitment and vetting procedures that ensure all adults working with children are suitable to do so. Staff are able to demonstrate their ability to follow the correct procedures should they have concerns that a child may be neglected or abused. Whilst all other clear written policies inform staff of the procedures to follow to help them carry out their work, these have not been updated to reflect the EYFS.

The setting has begun to identify strengths and weaknesses through self-evaluation of the delivery of the EYFS, however, not all the recommendations from the last inspection have been addressed. For example, the deployment of staff and the grouping of some children leads to their individual needs not being met and some areas of learning not being fully promoted. This is because staff in the pre-school room are often engaged in caring for one child to the exclusion of others. Daily visual risk assessments are taken by staff with a more comprehensive monthly record in place to minimise risks to children, although some hazards have not been identified. Children could lock themselves in the one set of toilets because the lock is faulty or open the gate in the outside area as one of the bolts is not kept closed.

The key worker system allows some useful opportunities for parents and carers to share relevant information with staff, to enable them to understand the welfare needs of children through good communication. Links with other professionals delivering the EYFS have started to be developed to allow for continuity of care for children who attend other settings.

The quality and standards of the early years provision

Children are provided with a range of opportunities to help them make satisfactory progress in their learning and development. Managers have worked hard to support staff in the implementation of the EYFS. Planning of activities is basic stating only the resources to be presented for the day. This results in limited adult-led activities with children in the older age groups not engaging in purposeful play. Assessments of children's progress are in the early stages of being developed. Therefore, they do not give a clear picture of how children are making progress towards the early learning goals and are not always used to identify the next steps of learning for individual children.

All children throughout the setting communicate well. Babies and toddlers show their enjoyment by waving and laughing at one another through the viewing panels positioned at their height. Children in the pre-school are able to initiate conversations describing, in detail, their experiences of bonfire night to their peers and adults. Children in this room can confidently count to ten and beyond, they

listen to stories and know some of their colours. They enjoy the freedom of choosing from the activities they wish to participate in, but this sometimes results in them flitting from one activity to another and not being supported by staff to become active learners. Children in the different age groups have set times in which to play in the enclosed outside area. During this time they are often seen to ride up and down on small ride on toys, with staff standing, observing them. Children are not supported in developing an understanding of the importance of physical activity or the changes to their bodies when they are active. Children's art work is valued by staff through the presentation of their pictures in frames on the walls of the nursery.

Children are warmly welcomed by staff into the nursery where the majority of them settle quickly. They use furniture and utensils competently because they are provided with equipment that is suitable for their age. The setting gathers information from the children's parents regarding health issues and these are acted on accordingly to make sure their medical and dietary needs are met. Staff are trained in first aid and a first aid box is available to enable staff to respond appropriately to any accidents that may occur. The parents of the children in the baby room are provided with daily diaries so that they are made aware of their child's routines throughout the day, such as sleeping and feeding patterns.

Most children behave well, supported sensitively by staff to learn about right and wrong. Children are able to play together either in groups or independently. Those in the toddler room are learning to understand how to control their emotions through appropriate support from staff. Children are encouraged to be kind to one another, showing they are sorry after disputes by hugging one another.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection that required the registered person or Ofsted to take any action.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.