

Smileyark Kids Mayplace

Inspection report for early years provision

Unique reference number	EY295157
Inspection date	07/10/2008
Inspector	Lyne Lavender
Setting address	Mayplace Primary School, Woodside Road, Bexleyheath, Kent, DA7 6EQ
Telephone number	01322 532 256
Email	
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).

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.

Description of the setting

Smileyark Kids Mayplace is an after school club which operates from the Youth Centre within the grounds of Mayplace School. They have the use of the youth club hall, kitchen and toilet facilities, together with the dance hall. This includes an outdoor area with adventure style apparatus. The club has been registered since February 2005 and may care for a maximum of 24 children aged 4 to under 8 years. It provides after school care for pupils attending Mayplace, St. Joseph's and St. Paulinus Primary schools. The club operates from 15:00 - 18:00 Monday to Friday, during school term times. There are currently 19 on roll who attend a variety of sessions. Currently two staff work directly with the children. They are supported by the owner who is the provider and other leaders employed by her in case of staff absence. This provider is on the Early Years Register, compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

The provision for children in the Early Years Foundation Stage (EYFS) at Smileyark Kids Mayplace is good. Staff work well together as a team and are ably led by the experienced provider. A new planning system is in place based on the EYFS Framework. This ensures that children's learning, development and welfare needs are met more effectively. Relationships between staff, children and parents are good and this is a strength of the setting. Spacious facilities enable staff to offer a wide range of activities both inside and outside the building. The setting is fully inclusive and well placed to improve its quality of provision still further.

What steps need to be taken to improve provision further?

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

- ensure that the setting's self-evaluation form is put in writing so that it can be made more effective and shared with managers
- as funding becomes available, improve the provision of wheeled toys to improve the children's physical development and coordination skills

The leadership and management of the early years provision

Leadership and management of the setting are good. The provider and the appointed manager are experienced practitioners in early years and use their expertise effectively to implement the Early Years Foundation Stage framework. After careful evaluation new resources are purchased to support teaching and learning. Policies are well written, procedures are clear and available to parents on request. Particular documents, such as the behaviour policy and visit information are given to parents when they register their child. To ensure the safety and welfare of children, safeguarding checks and risk assessments are carried out regularly. For instance, play leaders escort groups from the three schools to the

setting, pointing out any potential hazards on the way. Professional development is good. The provider trains staff on-site and sends them on courses to further enhance their skills. One key worker, for instance, has completed a health and hygiene course as she prepares all food in the setting. Staff work as a team, well supported by the provider who visits regularly.

There is no written self-evaluation document leading to a shared development plan, although it is clear the provider appraises all aspects of the provision. For example, detailed plans are now in place that take account of all areas of learning and development and the legal welfare requirements. All recommendations from the last inspection to improve administrative procedures have been carried out. Effective steps are taken to ensure children's health and well-being, such as involving them in menu selection at supper time. Good use is made of the outside play area for physical exercise and for developing children's social skills.

The partnership with parents is good. They are kept informed of their child's progress on a daily basis and through written evaluations. An informative notice board by the entrance updates them on the latest news alongside their children's colourful drawings. Parents are well known to the play leaders and liaison between them is good. They regularly support functions both on the premises and when children perform in the local community.

The quality and standards of the early years provision

The youngest children are new and settling into the established routines well. They have made good relationships with the older ones who for their part are keen they should join in the activities. This is beneficial as they model themselves on good behaviour and learn how to use equipment, such as the soccer game, proficiently.

The key worker ensures that the children play safely on the outdoor climbing apparatus without inhibiting their need to explore. She advises them well on the most suitable apparatus which they accept amicably. For example, when attempting to balance over two logs as older ones do, she explains their legs are not long enough to reach. Throughout the outdoor session children grow in confidence as they are well guided to equipment that develops their physical coordination and spatial awareness. There are insufficient wheeled toys, such as prams and bicycles, to develop control and fine motor skills.

During the afternoon younger children prefer to play alone on the carpet, such as with a toy garage and miniature cars and lorries, returning frequently to do so. Play leaders are available if they want to talk but do not interfere in any private role play taking place. They rightly know this is a child's safe place to withdraw to when it is necessary and respect it.

Children are taught to wash their hands properly in preparation for supper. Younger ones join in parts of the grace where they can and are given monitors' jobs, such as handing out food once others are settled. This dramatically builds their self-esteem and confidence. They chat to others, developing their speaking and listening skills while doing so.

Early years children enjoy participating in all the setting has to offer. They are happy, smile often and like associating with older members of the group who care for them. Play leaders' timely interventions enable them to develop their knowledge and personal skills still further. Relationships are good between all present and children know who to turn to for help. They are encouraged to be independent and to make decisions for themselves. This is a strength of the setting.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
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?	2

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?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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 registration

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.