

Kids Play at St Bernadette's Catholic Primary School

Inspection report for early years provision

Unique reference number	EY399817
Inspection date	11/03/2010
Inspector	Susan Marriott

Setting address	St. Bernadettes School, Tewkesbury Lane, Monkston Park, MILTON KEYNES, MK10 9PH
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Kids Play Childcare at St Bernadette's Catholic Primary School was registered in 2009. It is one of a number of groups run by Kids Play Limited. The setting operates from the main school site in Monkston Park, on the eastern flank of Milton Keynes. Children have access to two classrooms, toilets and part of the playground. This setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children aged from three years to under eight years may attend the out of school provision, of these, not more than 20 may be in the early years age group. It is open each weekday during term time from 3.00pm to 6.00pm. Children occupying these places share the same facilities as the children in the early years age range. There are currently 60 children on roll in this age range. There are four staff members, of whom, three hold relevant childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

This is a very lively, inclusive and child-centred setting which appropriately complements the delivery of the Early Years Foundation Stage in school during the day. Some aspects of children's welfare are promoted well, but there is no evidence to show that at least one staff member on the premises holds a current paediatric first aid certificate. This is a breach of a specific legal requirement. Fire drills are practised with insufficient frequency and there are weaknesses in the arrival and departure procedures for staff, children and visitors and in the food storage system. There is a practical working partnership with parents through the daily dialogue between staff and parents and required information is displayed on the classroom walls for parents' perusal. The club has not yet begun to use a system of self-reflection to monitor the quality of provision and identify areas for improvement.

What steps need to be taken to improve provision further?

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

- demonstrate that at least one person with a current paediatric first aid certificate is on the premises at all times when children are present (Safeguarding and promoting children's welfare).
- 31/03/2010

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

- improve the arrival and departure procedures for staff and children, ensuring that the attendance register is accurately maintained at all times
- improve the system used to record the presence of visitors

- increase the frequency of evacuation drills
- develop a quality improvement process as the basis for continuous self-evaluation to identify strengths and take appropriate action to address weaknesses
- improve daily practice with regard to responsibilities under food hygiene legislation. This refers to demonstrating that the fridge is maintained at an appropriate temperature.

The effectiveness of leadership and management of the early years provision

Staff work well as a team, make sensible use of the resources they have to promote children's learning and development and are supported in attending further training. This helps to create a positive environment, where children feel secure and happy. Children's welfare is promoted as the setting has satisfactory safeguarding procedures, reference materials are available and staff attend safeguarding training. There are suitable systems in place to check the suitability of the staff and to ensure that they renew appropriate qualifications. However, there is no evidence that at least one staff member on the premises holds a current paediatric first aid certificate.

Security measures generally ensure the safety of children and staff. For example, visitors are appropriately challenged and requested to produce identification and they are asked to sign the visitor record. However, the record of visitors does not provide space for recording the date and the reason for the visit. Staff do not always sign in or out and the children's attendance register is not always accurately maintained. For example, the total number of children marked present on the daily registration sheet does not always tally with the total number of children counted as being present. Basic risk assessments and daily checks ensure that many hazards are minimised. However, children do not have appropriately frequent opportunities to practise the evacuation drill, potentially compromising their safety in an emergency situation.

The manager and her staff have a clear understanding of anti-discrimination, enabling them to implement appropriate policies and provide a service which is inclusive for all children and their families. They gather information from parents and carers to ensure that they understand each child's background and culture and are therefore able to meet their needs and promote children's awareness of individuality. Approachable staff help to promote good and effective communication with parents because they have created a welcoming atmosphere. The views of parents and children about aspects of the running of the club are actively sought and valued. Partnership working is being continually developed and staff work with parents, carers and the school staff to support children's individual needs. Regular visits from a senior manager are made to the provision, demonstrating sufficient capacity to improve. However, an effective system to monitor the quality of the provision and identify areas for improvement has not yet been implemented.

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

Children of all ages play together harmoniously in this very busy and friendly environment where enthusiastic staff are actively involved and engaged with children. Staff plan the daily routine to include free play and group activities. Children select their choice of activity and chat amongst themselves about their experiences of the school day. They thoroughly enjoy a circle game where a nominated 'detective' leaves the room whilst a 'winker' is chosen. The children laugh and giggle as the 'detective' tries to identify the mysterious 'winker', before everyone has been sent to sleep in the wink of an eye. Children usually have daily access to the school playground to enjoy fresh air and outdoor play to run off energy. For example, staff respond positively to children's requests by organising a game of football and joining in with their play. Some children choose to sit quietly in the 'thinking area', near to the statue of St Bernadette.

The informal planning is flexible and responsive to the needs of the children at the end of the school day, complementing the early years provision in school. Plans provide starting points for recreational activities, including arts and crafts, games, construction toys, games consoles and music players. Children are able to make cards for Mothering Sunday and thread beads into necklaces for gifts. They choose dominoes, small world play, make dens and engage in role play. The informal observation system ensures that children's learning and development needs are met.

Children with particular needs benefit from the staff's positive attitude towards inclusion. Staff provide sensitive support and encouragement in an unobtrusive way. For example, they ask if children want them to play with them and offer to keep them company. Children behave very well as a result of the staff's friendly and approachable manner, their consistent boundaries and their frequent use of praise. Staff administer any medication that is necessary and implement satisfactory systems to ensure children's health, safety and welfare. However, staff are unable to demonstrate that they are meeting their responsibilities under food hygiene legislation because they do not monitor the temperature of the fridge used to store foods for snack. Fruit, yoghurt and drinks are available on arrival at the club to sustain the children until a cooked meal is served before they go home. Staff closely monitor children with allergies with due diligence and care. For example, the snack routine is considerably arranged to protect identified children from being in proximity to foods presenting a danger to them.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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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