

Kids Play Childcare at Willen Primary

Inspection report for early years provision

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Inspector Cordalee Harrison

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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 Limited at Willen registered in 2007 and is part of the Kids Play Childcare Group. The club is located in Willen Primary School. It operates from the music room and school hall, and children use the school's toilets and washing facilities. The club also uses the school playgrounds and playing field. It is open to children who attend the school and live in the local and surrounding areas. The club currently has 200 children on roll and is open during term time from 7.45am to 8.45am and from 3pm to 6.30pm, and during the holidays and inset days between 8.30am and 6pm. The group is registered to provide breakfast, after school and holiday care for a maximum of 100 children at any time. There are four members of staff who work on a full and part-time basis; of these one holds Qualified Teacher Status and two hold early years qualifications at levels 3 and 4.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club is welcoming to children. Staff prepare very well for them, which ensures that the provision is inviting and stimulating. Children are confident in the club because the staff know them well and incorporate their ideas in the running of the provision, which gives them ownership. This fosters inclusion very well for the children and their parents and children are at the centre of the club's activities. An effective operational plan ensures that overall there are very few weaknesses in the quality of the provision. There is good capacity for continuous improvement, with all recommendations made at the last inspection being fully addressed.

What steps need to be taken to improve provision further?

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

- develop further children's observation records to include the next steps of learning, and use these consistently to track children's progress
- inform parents of the role of the key person.

The effectiveness of leadership and management of the early years provision

The club safeguards children and promotes their learning and development to a consistently high standard. It performs consistently well, because the staff link daily practice closely to the operational plan, policies and procedures. This ensures that all aspects of safeguarding and promoting children's health and welfare remain a priority for all staff. Leadership and management are strong and focus on driving improvement through highly qualified staff, ongoing training and consultation with the user group. Staff are clear about their roles and responsibility in the club; they work effectively as a team to meet the needs of the range of children who attend. Documentation to safeguard children and promote their

health and welfare is in place and this includes the required information.

Staff are knowledgeable about child protection matters. They are familiar with the safeguarding policy and lines of communication to deal with concerns about children's welfare. They take account of communication with parents and the local and registering authorities. The environment is safe and secure for children and standards of hygiene are appropriate. Staff use regular risk assessments and daily hazard checks to create and maintain a safe environment for children. Fire fighting equipment is in place and in working order. Additionally, children practice evacuation of the premises regularly and learn what to do in an emergency. Children eat well. Their meals are balanced, nutritious and based on government guidelines.

Equality is a strong feature of the provision; welcome posters in different scripts along with practical play resources raise children's awareness of diversity and the wider community. Staff are mindful of the varying ages and stages of development of the user group and they plan interesting and stimulating activities to appeal to all of the children. The well-managed provision makes it possible for all children to participate in the activities and engage themselves purposefully. Staff encourage children to share their cultural experiences with their peers, which help them to begin to understand similarities and differences and to respect themselves and others. A warm welcome for parents along with open communication puts them at ease and sets the expectations for equality.

The club uses the process of self-evaluation accurately to assess performance, overall. It helps the club to identify strengths and most areas for improvement. For example, questionnaires for children and parents help to provide useful information and involve them in developing a service to meet their requirements. However, staff have not recognised that parents are unsure about the role of their children's key person. Parents praise the staff highly for their enthusiasm, care of children and the stimulating range of activities. They have sufficient confidence in the staff to deal with any issues that arise for children. The club is developing good working partnerships with others; for example, it works closely with the local authority's development workers and the school.

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

Staff plan and prepare well for the children. This ensures children engage themselves in purposeful activities from the start of the session, limiting the opportunities for them to become bored. Children behave very well, which creates an environment that is calm and purposeful and where all children are at ease and free to follow their interests. Children show empathy for others and willingly help each other to accomplish tasks, for example, to use equipment that is difficult to control or to give a helping hand to successfully cross the balance beam.

Children are developing a good understanding of the different aspects of healthy lifestyles. For example, they are eager to play in the fresh air. They run around and enjoy their free time while getting exercise. They make healthy choices about

their meals and snacks. Additionally, they learn to wash their hands and relate hand washing to safe food handling. Children achieve and enjoy very well through the many good quality opportunities for play. They use these opportunities to develop skills for the future and embed learning. For example, they count, add, subtract, and keep score as they play ball games. They challenge each other and learn that sometimes they win and sometimes they lose. The wide range of good quality resources presents many challenges for children and encourages them to make choices and take risks in controlled environments. They solve problems with games that require them to think strategically, for example, to get four counters in a row or to complete a game of noughts and crosses.

Children use practical resources such as the globe to extend their conversation and knowledge of the world. Topics such as 'the jobs that people do' help children to think about the work that people do in society and to begin to consider what they may like to do in the future. Through discussions and artwork they begin to examine and challenge stereotypes. Children use a variety of writing implements. They show confidence and competence as they write for different purposes, such as to tell parents that they love them and to record the rules for behaviour. They put forward their ideas for improvement. For example, through completing questionnaires, they achieved a positive change in the menu by requesting more fish dishes. They are learning that their contributions are valuable and that they can make a difference. Children are proud of their achievements; they proudly show parents and others what they have done. Staff supervise the children closely. This allows the children to use the resources with confidence and to try new challenges with assurance that there is someone close to assist if necessary. Children's positive interaction with staff demonstrates that they feel physically and emotionally safe. Effective observations are undertaken, so staff understand children's needs. However, this information is not always transferred to records in order to track progress over time.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

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

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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