

Play 4 Ages

Inspection report for early years provision

Unique reference number	EY405785
Inspection date	21/03/2010
Inspector	Susan Scott

Setting address	Milestone School, Ash Road, New Ash Green, LONGFIELD, Kent, DA3 8JZ
------------------------	--

Telephone number	07921566144
-------------------------	-------------

Email	childcare@play4ages.co.uk
--------------	---------------------------

Type of setting	Childcare on non-domestic premises
------------------------	------------------------------------

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 1231, 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.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Play 4 Ages at Milestone School is owned by a private provider and opened in 2010. It operates from a school and has access to many of the facilities such as the music room, soft play room, gymnasium, IT suite, drama room and library. It is situated in New Ash Green, Kent. It is accessible for those with disabilities. All children share access to a secure enclosed outdoor play area

. The after school club is registered to provide care for children from 4 to under 8 years as well as children over the age of eight. This provision is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. Children come from a local catchment area. A maximum of 34 children may attend the after school club at any one time. The club is open each weekday from 3:00pm to 6:00pm for 38 weeks of the year. There is a total of 20 children on the register, four of these are in the early years age range.

There are six members of staff, five are qualified to NVQ level 2 or above, and three staff are training to complete further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The After School Club makes good provision for children in the Early Years Foundation Stage and meets their needs well. It provides a fully inclusive and positive learning environment for children in the early years age group who are engaged in a wide range of activities with older children. Children enjoy a wide range of interesting, fun and challenging activities inside and out in mixed age and ability groups. The club promotes children's self-esteem and independence and develops their confidence effectively. As a consequence of operating in an environment designed to meet the needs of children with special educational needs and/or disabilities all children are well catered for. Staff work closely together with the owner and have clear plans to build upon the good quality of the provision so that the capacity for further improvement is very good.

What steps need to be taken to improve provision further?

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

- analyse the observations to help plan the next steps for individuals and groups of children
- strengthen the two way flow of information between providers, for example, where a child attends school

The effectiveness of leadership and management of the early years provision

Effective policies and management systems are in place to ensure that the children are kept secure and safe. There are secure recruitment and vetting procedures and checks to ensure all staff are suitable to work with children. The policies and procedures are regularly reviewed by staff and a copy is available for users of the setting. All procedures are well written, clear and meet government regulations and a member of staff has been trained as a designated person for safeguarding. The setting is developing the key worker model and intend to use this to develop their practice in assessing and planning for children's next steps in their learning.

The provider and staff share a vision which focuses effectively on children enjoying their time in the club after a demanding day at school. Staff work diligently to provide good experiences for children and to support their independence and choices. They make good use of the document issued by Ofsted on the regulation of play provision to ensure they meet all the requirements and promote good experiences for users of the club. The children are happy and enthusiastically select their play and take on responsibility. Self-evaluation is effective because all staff are enabled to reflect on their practice by the provider and together, they plan improvements to the club. For example, the team discuss the training they will access to build upon the well-being and involvement of children further.

Inclusion is one of several strengths and a range of resources and activities increases the children's awareness of cultural diversity. Equality for all children lies at the heart of this child centred setting. Staff and material resources are deployed effectively and contribute successfully to the children's good learning. The outdoor environment is used regularly and is popular with children, offering opportunities for play, exercise and exploration of nature. The school generously allows the after school club to share resources, such as the soft play room, drama room and other facilities, which significantly enhances the quality of provision for the children who attend the club.

Partnerships with parents, the teachers and staff in the on-site primary school are very good and links with other schools in the locality are developing. Staff compile useful information about the children from their parents through the use of contact books and regular discussions. They use this to boost the children's confidence which also builds upon their learning. Parents are invited to complete questionnaires and these are analysed and used to improve the provision further. Parents report that they are very pleased with the way their children have settled and that they are very happy here.

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

On the evening of the inspection there were only two Early Years Foundation Stage aged children in the club. Children are happy, join in and share with each other

and as a consequence, their achievement and enjoyment in learning is good. Throughout the session they cheerfully chat with their friends and staff and make decisions about what they like to do. Children show they have positive attitudes towards learning, revealing their desire to participate and willingness to explore activities. They behave in ways that are safe for themselves and others. For example, they respond immediately to a reminder not to run around the room near the chairs when they are playing inside the tunnel. Children say they like attending the club where they make friends and they readily accept each other's differences. They are able to make individual choices and decisions, such as whether they play indoors or outside. Staff are receptive to children's needs and children enjoy good relationships with them. This results in cooperative behaviour and a secure understanding of the rules and boundaries.

Staff currently note their observations of children in contact books and are using the information from informal observation and assessments of individuals to plan a range of appealing and challenging experiences across all areas of learning. These are tailored specifically to their needs and abilities. Children's good health and well being are promoted well. For instance, provision of a jug of water and a bowl of fruit with small packets of dried fruit is freely available to those children who are hungry and cannot wait until teatime. This means children can independently help themselves to stay hydrated and maintain a healthy appetite.

Children enjoy a good balance of planned adult led and child led activities which fosters active learning. For instance, children eagerly choose to be creative by choosing from a good selection of craft materials such as glitter, crayons and glue. They enthusiastically create bird houses out of wooden kits and are able to modify their designs as they choose. Children are also able to express their own ideas through craft and games and confidently tell the inspector, and others, how to play a new game. They expertly construct the apparatus for the game they have chosen and show their counting skills by counting the number of pieces left.

Children like to go outside and exert themselves playing on the fixed apparatus in the playground. They play enthusiastically in the soft playroom, taking calculated risks by leaping and jumping from the cushioned structures in a safe environment. They have access to 'chill-out' area with floor cushions and books displayed next to these in the main room and spontaneously engage in using books to tell stories to their friends. All this helps them recognise their physical needs to be active or rest. They like to find out how things work; for example, by using the digital camera with assistance, and they explore the soap suds they have mixed with water to make snow. Children are pleased to find their favourite toys out when they come into the club and happily play with small world toys, the pool table or a variety of games. They frequently ask for different resources and staff allow them to choose from a variety of these in the storeroom.

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
--	---

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

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