

Kids Play at Giffard Park Primary School

Inspection report for early years provision

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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 Ltd at Giffard Park Primary school was registered in 2010. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The provision is located in Giffard Park Primary School, Giffard Park, Milton Keynes, Buckinghamshire. The children use a classroom within the host school and have access to a secure outdoor play area. The out-of-school provision is one of nine privately-owned childcare provisions by Kids Play Ltd., which is a limited company. The out-of-school provision opens weekdays, after school, during term time only, from 3pm till 6pm. It is registered for a maximum of 32 children aged from three to under eight years. Of these, 16 may be in the early years age group. There are currently 20 children on roll, of whom one is in the early years age range. Older children who are in the age group for the voluntary part of the Childcare Register may also attend the setting. There are three members of staff. The manager and one member of staff have suitable childcare qualifications and one member of staff is unqualified. The setting is able to support children with special educational needs and/or disabilities and also children who are learning English as an additional language. The setting works closely with the host school and the other out-of-school settings within the parent company. It also works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because effective provision is made for the development of most aspects of their learning through a wide range of interesting activities. The club works in close partnership with its host school and makes very good use of the school grounds to support children's physical development. It works well with parents to ensure that the needs of all children are met, irrespective of their background or ability. The staff are vigilant about most aspects of children's safety. The newly appointed manager and her staff regularly review the provision and procedures and club has a good capacity to improve further.

What steps need to be taken to improve provision further?

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

- provide more multicultural toys and books to further develop children's understanding of diversity
- display letters, shapes and numbers in the classroom to reinforce children's independent learning
- develop further the assessment of risks, to cover anything with which a child may come into contact, such as cleaning materials.

The effectiveness of leadership and management of the early years provision

Policies and procedures for safeguarding children are effective and reviewed regularly. All adults are vetted appropriately and there are good procedures for ensuring that staff know which adults are authorised to collect the children. Regular training for staff ensures that there is a good awareness of potential risks to the children, although current assessments do not include the storage of some cleaning materials. When children play outdoors they are closely supervised and accidents are monitored to detect any trends which might indicate that some equipment is unsafe. The children learn how to keep themselves safe in different situations, for example by practising emergency evacuation.

The club is inclusive and children of all backgrounds play well together. The club works closely with the school to ensure that it is able to meet the needs of all children effectively. The new manager drives ambition well and she evaluates the provision to identify what might be improved, for example inviting visitors in to share experiences with the children. Members of staff communicate frequently with teachers so that together they provide the best support for the children and are aware of their individual targets for development. They plan activities linked to the school's curriculum so that the children can make strong links. For example the children might cook some traditional food associated with a culture they are learning about in school. The staff also share information with parents and carers who do not have regular contact with teachers. The staff adapt the provision for children who speak English as an additional language so that they are fully involved. The children are happy, relaxed and able to make good progress. The club works well with parents and carers who hold it in high regard. It welcomes parent and carer feedback through surveys and a suggestions box. The club uses the same policies as other settings within the company, and the clubs work together well, for example in providing staff training and sharing expertise. The club seeks specialist advice from other agencies to support children with specific needs so that they make progress in line with their peers.

The club runs smoothly, it is bright and clean and children can easily find the toys they want to play with. However, the classroom does not display letters and numbers to support children's independent learning. The staff adapt the provision well in response to the needs of the children, for example they provide quieter activities when they join the club and more adventurous ones as they gain confidence. The settling in procedures are especially thorough and help both children and their parents to get to know the routines. The staff observe the children's development and keep good records to ensure that the children make consistently good progress in all areas and develop a wide range of skills. They share this information with parents so that they can build on it at home.

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

The children are very happy and settled and the staff have high expectations of their behaviour. They speak positively to the children and are especially concerned

to develop the confidence of new children when they first start attending. Parents particularly appreciate the opportunity for their children to have some 'settling in' visits so that they know what to expect and soon make friends. They provide the staff with detailed information about the children's interests and preferences so that the staff can plan activities they will enjoy. The staff and older children are good role models for the younger children. Consequently, the club is a calm and homely place and children who are in different classes play together well. The children are confident in their surroundings and form extremely positive relationships with adults and one another, which benefits their well-being and social development. The staff hear the children read and show an interest in what they have been doing during the day. The children develop a sense of responsibility, for example by helping to tidy away their toys and by discussing rules which remind them how to behave well and keep safe.

The club's provision enables children to adopt healthy lifestyles. They eat healthy snacks and sometimes prepare dishes such as pizzas themselves. Every opportunity is taken to use the school's playground, where the children enjoy climbing on the trim trail and pirate ship. They play team games and develop their ball skills. They learn about the environment when they explore the woodland area. The children understand the importance of personal hygiene, for example when washing their hands before eating tea. They have good table manners and snack time is a sociable occasion.

The range of activities on offer enables all children to make good progress, especially in their social development. The children choose what they would like to play with and whether they want to engage in quieter activities in the classroom or more energetic games in the school hall. They gain confidence to try new skills and enjoy activities related to interesting themes, such as the sea world. The activities vary daily so that children get a broad range of experiences across the areas of learning through the week. These include reading stories, construction toys, board games and jigsaw puzzles. The children develop their fine motor skills through activities such as threading beads and they enjoy writing and drawing. The children develop their imagination well, for example when they are dressing up, and they develop their creative skills, for example by painting, making models and collage. The children talk about diversity and understanding the needs of others, although they have few toys to reinforce their understanding of multiculturalism.

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