

Smileyark Kids Mayplace

Inspection report for early years provision

Unique reference number EY295157
Inspection date 08/02/2012
Inspector David Thomas Hatchett

Setting address Mayplace Primary School, Woodside Road, Bexleyheath,
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Type of setting Childcare - Non-Domestic

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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*.

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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

Smileyark Kids Mayplace After School Club operates from the Youth Centre within the grounds of Mayplace Primary School, close to the centre of Bexleyheath in the outer London Borough of Bexley. The setting has the use of the youth club hall, kitchen, toilet facilities and a dance hall. The setting also makes use of an outdoor area with adventure apparatus. The club has been registered since February 2005 and may care for a maximum of 24 children aged four to under eight years, and children up to the age of 11 years may also attend. It provides after school care for pupils attending Mayplace, St. Joseph's and St. Paulinus Primary schools. The club operates from 3.30pm to 6pm Monday to Friday, during school term times. There are currently 26 children on roll who attend a variety of sessions; on average 15 children attend the club per day. There are four children in the early years age group on roll, although none were present during the inspection. The setting has experience of supporting children with English as an additional language. Currently there are up to four staff and a volunteer who work directly with the children. Two staff are qualified to National Vocational Qualification (NVQ) Level 3 and one member of staff is qualified to Level 2. They are supported by the owner who is the provider and other staff employed by her in case of staff absence. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Smileyark Kids Mayplace After School Club provides children with a good standard of education and care. It is an exciting and stimulating setting which provides a range of activities for children that cover all outcomes and areas of learning, high quality relationships between children and adults and a caring and supportive ethos. The setting has made good improvements since the last inspection, and addressed both recommendations fully. This demonstrates the setting's good capacity to improve further. Self-evaluation is good, detailed and reflective, and highlights appropriate priorities. Leaders are committed to improving provision, and realise the need to develop the promotion of equality and diversity further through appropriate resources, and also to ensure all potential risks are identified.

What steps need to be taken to improve provision further?

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

- develop and expand the range of multicultural resources, to promote equality and diversity further within the setting
- develop risk assessment processes further, to include the active planning of risk and how these risks will be minimised.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are sound and meet requirements, and staff understand their responsibilities regarding child protection. A detailed policy and procedure is in place to support staff in the event of concerns about a child's welfare, however in places the policy lacks clarity around roles, for example it is not always clear who the designated person is. There are robust procedures in place when vetting and recruiting staff, and the provider has attended safer recruitment training. Appropriate staff records are kept, including references, interview notes, application forms, and disclosure numbers, although this information is not kept in one place. Daily risk assessments are in place which identify a number of potential hazards, which are signed and dated, however there is not yet any formal planning of risk within the setting, which includes control measures and risk minimisation strategies. The manager is aware that this lack of planning may result in potential risks being missed and has plans to address the concern. There is good leadership and management in the setting. The provider keeps an active overview of the setting, and is supported by an enthusiastic and effective playleader, who together are committed to improving the quality of provision and provide direction and drive ambition well. Self-evaluation has improved significantly since the last inspection and is now good. Managers have a good understanding of the setting's strengths and areas for development, and have appropriate plans in place to develop provision further. The setting's track record since the last inspection points to a good capacity to improve further. Equality and diversity are embedded satisfactorily across the setting, and staff are committed to meeting children's needs irrespective of their background or ability. However there are currently limited resources available to promote children's understanding of other cultures, faiths and traditions. The setting has not had experience of supporting children with special educational needs and/or disabilities, but does have good partnerships with appropriate external agencies to help promote improvement, for example the local authority's early years team. Overall resources are used well in the setting and staff use these imaginatively to engage children. Managers purchased a full suite of wheeled toys and resources following the recommendation from the last inspection, which has impacted positively on children's physical development and co-ordination skills. Resources are also shared between other settings within the provider, and used to best effect, for example when following certain topics. The provider has ensured that good investment has been made in staff training, including planning for the early years, conflict resolution and the role of the key worker. There are robust performance management processes in place, and an induction pack for staff; however this currently gives insufficient attention to safeguarding, which managers are addressing. The setting engages parents and carers well. A noticeboard outside the club displays all required information, as well as detailed curriculum plans, names of key workers and a message box. The setting surveys parents and carers and children throughout the year, and parents and carers are very supportive. One parent said "Staff are always welcoming and supportive".

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

Records, photographs, tracking information and discussions with staff show that early years children make good progress towards the outcomes and areas of learning whilst at the setting. This is because of good provision overall, input from adults and detailed, tailored planning, clearly linked to the requirements of the Early Years Foundation Stage. Adults working with the children ensure that they have the support they need because of good understanding of their needs, progress, strengths and weaknesses. They incorporate their on-going observations and assessments into detailed activity planning, which in turn promotes good achievement and enjoyment. Progress data, observations and assessments are used well by staff and managers to guide future planning and deployment of staff and resources. This is shared with parents and carers through informal, verbal conversations at the end of some sessions. There is sound provision to promote equality and diversity within the setting, which impacts satisfactorily on children's knowledge of other customs and their self-esteem. For example, children recently took part in a Christmas carol concert, to which parents and carers were invited. In addition, the club recently celebrated Chinese New Year, by making cards from a variety of materials, Chinese lanterns and stories. However, there are currently insufficient resources, toys and posters reflecting the diverse nature of the United Kingdom, for example children and families from other cultures, backgrounds, faiths or with disabilities. Managers are aware of this, and are beginning to look at plans to diversify the club's resources further. Provision for early years children is carefully mapped against each of the outcomes to ensure a balance of activities over a period of time and appropriate coverage. For example, themed weeks at the club have covered healthy eating; staying safe indoors and outside; and developing skills and habits for the future such as using a computer. Staff ensure that appropriate prompts are given to ensure children stay safe and healthy, for example, constant reminders about the need for handwashing before and after the daily 'snack time'; and reminders to the children to wear their coats, hats and gloves when using the secure outdoor area. Children were observed enjoying a range of practical activities and games during the inspection, both indoors and outside. They play and work together sensibly, and with concern for those around them. They behave well, are polite and courteous to one another, adults and visitors. An excellent 'club council' has representatives from all year groups who attend the club, including early years aged children, who meet regularly with the provider and playleader to discuss what they like about the club and what they think could make it even better. For example, they have had an influence and impact over the purchase of games and resources. Opportunities like this, coupled with the club's good overall provision and adult input, ensure that children are well-prepared for the next stage of learning and develop the skills needed for the future.

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	3
The effectiveness of safeguarding	3
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