

Kids Play Education Unit

Inspection report for early years provision

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Inspector

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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*.

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).

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 Education Unit was re-registered in 2011. It is one of four groups run by Kids Play Limited. The setting operates from a purpose-built play centre, situated in a large office area in Knowlhill, near the centre of Milton Keynes. Children are cared for in a total of five rooms and are grouped according to their age. They share access to two outdoor areas and have frequent use of the adjoining, indoor, adventure play area. The setting is open each weekday from 7.30am until 6.30pm. Children come from the local community and schools within the area. Systems are in place to support children with special educational needs and/or disabilities and children learning English as an additional language. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 98 children aged from six weeks to eight years at any one time. There are currently 129 children on roll in the early years age range. The setting employs 23 full-time staff and 6 part-time staff. All staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The requirement to meet the individual needs of each child lies at the heart of this setting. Children enjoy the activities on offer and make good progress in their learning and development. The outstanding emphasis on partnerships with parents and carers supports staff so that children's individual needs are well promoted. Children are safe on the premises and, overall, their comfort and understanding about a health lifestyle are well promoted. Good reflective practice clearly identifies areas for continued progression, which results in well-targeted, sustained capacity for improvement to the provision for children and their families.

What steps need to be taken to improve provision further?

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

- improve the ventilation of the premises so that all rooms are maintained at a temperature which promotes the comfort of children and staff
- plan further time for children to enjoy energetic play outdoors.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed and understood by staff. Clear and rigorous procedures are in place for the recruitment and vetting of new staff and this ensures that all adults working with children are suitable to do so. Staff undertake risk assessments to promote children's safety on

the premises. However, two play rooms at the rear of the premises are not well ventilated to maintain suitable temperatures for children and staff. All documentation is maintained to a good standard and policies and procedures are known to staff and shared with parents. There is a good range of furniture, toys and resources, which are easily accessible to the children.

The setting highly promotes the uniqueness and individuality of each child. It provides an excellent service for boys and girls, children learning English as an additional language, and for those with special educational needs and/or disabilities. Several practitioners are multi-lingual and all practitioners speak to parents to learn key words in their first languages to help them meet children's individual needs. Practitioners are quick to identify any concerns in relation to children's learning and development. Parents are particularly complimentary about the way in which practitioners meet their children's individual needs. Furthermore, practitioners establish good links with others involved in children's welfare and education, for instance, therapists and school teachers.

The quality of leadership is good and effective teamwork amongst practitioners gives a strong drive to promote children's welfare and raise achievement even further. Focused self-evaluation and the setting's capacity for further improvement is good. Effective involvement with practitioners, parents and carers ensures that setting has an accurate understanding of the strengths and weaknesses of the provision. This results in a service that is responsive to the needs of all its users. Motivated practitioners develop their knowledge and skills through attending various training courses.

Partnerships with parents and carers are exemplary. The key person system works well in practice as children build secure relationships with their key person as well as other practitioners. Parents are fully valued as partners and discussions reveal that they are very confident in the ability of practitioners to successfully meet the individual needs of their children. Parents are very well informed about their children's progress and the setting's routine and activities. This is achieved, for example, through newsletters, meetings, notice boards open evenings and children's learning journey files. Parents are highly encouraged and committed to extending their children's learning and development at home. For example, to further promote their children's communication and language skills, they take story books home from the nursery to read with them. Parents speak highly of the practitioners' commitment and dedication to settling children and of informative feedback they receive about the activities enjoyed by their children. In the designated parents' area, parents enjoy spending time having a cup of coffee while watching photos of their children at play on the television screen.

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

Practitioners establish good hygiene routines to promote children's well-being. They and visitors are required to remove their shoes before entering the baby area where some of the babies are crawling. Use of labelled babies' bottles and

separately stored bed linen minimises cross infection. Children are learning about healthy eating through discussions and cooking activities. The qualified cooks prepare nutritious meals and follow food hygiene routines and guidelines. Children enjoy fresh air and exercise, for instance, as they climb, balance and ride tricycles. However, they do not spend extensive time engaging in outdoor activities. Children learn to keep safe as they practise fire drills and learn about road safety through role-play activities. They are well behaved and practitioners talk about sharing and being kind to one another as this arises during play. Children receive consistent praise for even the smallest of achievements which encourages self-esteem and confidence.

Practitioners have a good knowledge and understanding of the early learning goals and there is a good balance between practitioner-led and child-initiated activities. A picture of each child's development clearly emerges through practitioners' effective planning and assessment procedures. Children are accustomed to making their own decisions as they help themselves toys and resources. They develop good skills for the future.

The practitioners in the baby room create a warm, homely environment in which babies are nurtured. Babies happily explore all the toys and activities through using their senses, for instance, by feeling and looking at objects in the treasure baskets. Babies are developing their skills as they post shapes, stack rings and push buttons to make toys pop up. Children make good progress in their communication, language and literacy skills. They increase their early writing skills as they make patterns in cornflour and water, use chinks and pencils and write for a variety of purposes. Practitioners work hard to continually develop their use of open questioning; through discussion and story times, they effectively encourage children to express their own thoughts and ideas. Children's problem-solving skills are developing well, for instance, as they fit puzzles together, post shapes, build with bricks and weigh ingredients when cooking.

Children engage in many worthwhile activities to develop their knowledge and understanding of the world in which they live. They care for living things as they plant and water seeds and use magnifying glasses to observe creepy crawlies. Children participate in a wide range of creative activities, such as painting and sticking. They explore different textures, such as shaving foam, jelly, sand and water. In the home corner, children develop their imagination during worthwhile role-play experiences. They enjoy dressing up and putting on brightly coloured bangles that are particularly popular. Children are fully encouraged to embrace diversity; they use a range of positive images resources and take part in activities to help them to understand the wider world. For example, when celebrating Diwali, parents come into the setting to tell children stories and they make salt dough divas. The setting prepares children well for the next stage in their education.

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	1
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	1

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