

Kids Play Childcare at Long Meadow School

Garthwaite Crescent, Shenley Brook End, MILTON KEYNES, MK5 7XX

Inspection date	24/09/2012
Previous inspection date	30/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy all the activities and playing with their friends at the club.
- Staff are very enthusiastic, motivated and well organised.
- Effective systems are in place to help children feel safe and secure at the club.
- Parents are happy about the way their children have settled and they feel they are well cared for.
- The club establishes good working relationships with the school, in order to complement children's learning.

It is not yet outstanding because

- Children do not have access to a quiet area in which to relax.
- There are minimal toys and resources to extend children's understanding of their own cultures and beliefs, and those of others in their community.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled policies, procedures and registration forms.
- The inspector discussed leadership and management aspects with the club manager and operational manager.
- The inspector spoke to the children, parents, deputy head of the school and other staff.
- The inspector observed the children in both indoor and outdoor environments.

Inspector

Kim Mundy

Full Report

Information about the setting

Kids Play Childcare at Long Meadow School registered in 2008. It is one of nine groups run by Kids Play Limited. The club operates from Long Meadow School in the village of Shenley Brooke End in Milton Keynes. It provides a service for children attending the school and runs from three classrooms and the school hall. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently five children on roll in the early years age group. The club is open

each weekday from 7.30am to 8.45am and from 3.15pm to 6pm during term times. During the school holidays, the play scheme is open from 8.30am until 6pm. The out-of-school provision currently employs three full-time staff and they all hold appropriate qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- strengthen the children's understanding of the world and people's differences, for example by providing further toys and resources that reflect their own cultures and beliefs, and those of others in their community.
- develop children's awareness of their health and self-care by providing a quiet area in which they can rest if they need to and enjoy relaxing activities, such as stories and rhymes and other quiet activities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development because staff are knowledgeable about the early learning goals. Parents provide the staff with a lot of information about their children when they start coming to the club. This helps the staff to plan and provide activities to interest the children. Staff observe and record children's level of involvement in activities, and this information is also shared with parents.

At the end of the school day, staff collect the children from their classrooms and escort them safely to their club. On arrival, children see the club's classrooms set up with activities to entice them to play. The staff create an inclusive environment for everyone. Boys and girls achieve equally well because activities are designed to appeal to their different interests. Children confidently express what they like to do at their club and they are involved in planning the activities they wish to participate in. For example, they like football and art and craft activities.

Children are increasing their literacy skills as they draw with chalks, pencils and crayons. They are enthused by the art and craft activities and enjoy painting, sticking, modelling, and making things. Children enjoy building with various construction toys, and they use mathematical language confidently, such as big, small, tall, and taller than. Children develop their imagination as they play with small-world toys such as cars and dolls. They also enjoy making necklaces and bracelets with beads. Children particularly like playing outdoors in the school playground and on the field. They are making good progress in

their physical development, playing with skipping ropes, bats and balls and steering wheeled toys. They increase their coordination as they climb and balance on apparatus, and play various games with the parachute. However, a cosy quiet area is not provided for children to relax in if they feel the need to rest.

Overall, children are developing a good understanding of the world in which they live. They are finding out how things work and have fun using the video camera to video their sports day. Children observe living things such as the flowers and trees in the school grounds. They explore a variety of textures such as sand, water, clay and dough. Every week, they enjoy cooking activities, for example, when they bake cakes and cookies. The celebration of various festivals, such as Chinese New Year and Diwali, help children to learn about other people's beliefs. However, there are too few toys and resources to further increase their understanding of diversity.

The contribution of the early years provision to the well-being of children

Each child has a key person who is responsible for liaising with their parents and overseeing their learning and welfare. Children have a strong sense of belonging at their club. They are full of confidence and self-esteem, and this is extended by staff's constant praise and encouragement. The children decide upon the rules for their club. For example, be honest, gentle, kind and polite, and above all, have fun. Older and younger children play extremely well together so that the younger ones develop their skills and confidence. They share and take turns, and they concentrate well on tasks such as building with construction toys.

Staff place a strong emphasis on the safety of the children. Children are actively encouraged to reflect upon and talk about their weekends and school days. They participate in fire evacuation procedures so that they know what to do in the event of a fire. Children clearly demonstrate that they feel safe in the club by selecting toys and exploring their environment. They are developing an understanding of risk taking, for example as they tackle the climbing wall.

The children learn about leading a healthy lifestyle; they eat nutritious breakfasts, snacks and suppers. They understand the importance of taking exercise and how to avoid infection by washing their hands. The children learn to take responsibility as part of belonging to the club. For example, they help to clear away the toys and clear the tables after meal times.

The setting is generally well resourced to support children's all-round development and emotional well-being. Children are proud of their artwork displayed in the classroom, and they decide whether to put this in their learning journal or to take it home. The staff establish effective relationships with the school's teaching staff. This helps them to plan activities to complement what the children are learning in school, for example by making roman shields and talking about the Victorians. All of the activities offered at the club help children to acquire the skills they need for the next stage of learning.

The effectiveness of the leadership and management of the early years provision

Children are safeguarded because staff have a good knowledge and understanding of the current legislation in relation to child protection. They know the correct procedures to follow should they have concerns. The effective vetting and recruitment procedures mean that staff are suitable to work with children and remain so. Staff have systems in place to check the areas used by the children every day, so they can play safely. The premises are secure, and the staff oversee the safe arrival and departure of children and adults. In addition, visitors are required to sign the visitor's book to further safeguard the children. The required paperwork is well maintained and organised.

The manager has a good understanding of how to support and further complement children's progress towards the early learning goals during their time in the club. Staff monitor the children's learning through the effective assessment process and discussions with parents and staff. The manager is aware of the need to work with others as the need arises, in order to help children who may need extra support to close gaps in their learning

The manager demonstrates a strong commitment to providing good quality childcare, and she is aware of the club's strengths and areas for development. The enthusiastic staff reflect on their practice, and they regularly meet to discuss their work and how to develop it further. Staff performance is monitored through regular meetings and the appraisal system. Staff have good opportunities to develop their knowledge and skills through training courses. The self-evaluation process also includes the views of children and parents gathered through discussions, a suggestion box and questionnaires. The club has suitably addressed the recommendations from the last inspection to improve the safety of the children.

The club's staff establish good links with teaching staff at Long Meadow School. School staff are very complimentary about the efficient running of the club and the effective communication systems in place. Furthermore, the children express their pleasure about going to the club. Sharing information with the teachers enables the club to provide activities that complement those offered by school. By maintaining a two-way flow of information, the setting also ensures continuity of care for children. Partnerships with parents are well established; they are able to participate in daily discussions about their child. Parents' comments at the inspection indicate that they are very happy with the service their children receive. Children also state that they have fun at their club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY385551
Local authority	Milton Keynes
Inspection number	815856
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	60
Number of children on roll	5
Name of provider	Kids Play Ltd
Date of previous inspection	30/03/2009
Telephone number	01908 209216

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their

Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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