

Kids Play at St Bernadette's Catholic Primary School

St. Bernadettes School, Tewkesbury Lane, Monkston Park, MILTON KEYNES, MK10 9PH

Inspection date	16/04/2013
Previous inspection date	11/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff use the outside area to good effect to support children's mathematical development.
- Children make choices about what they do and help staff to plan activities to have control over their play and learning.
- Children enjoy a healthy evening meal. Staff work hard to make sure that children understand the benefit of a balanced diet and the importance of trying new foods.
- Children behave well because they help to develop the club rules and staff praise them for their efforts.
- Staff have addressed recommendations from the previous inspection and are keen to further improve the quality of care, learning and development for children.

It is not yet outstanding because

- the book corner is not always appealing to children, to encourage them to want to read and share stories with staff to further support their literacy development
- staff do not always organise the resources effectively to make sure they are complete to sustain children's interests as they learn through play.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 conducted a joint observation with the club manager.
- The inspector observed children and staff engaged in activities together inside and in the garden.
- The inspector looked at required documentation including children's learning journals to track their progress.
- The inspector spoke with parents and children to gain their views.

Inspector

Hayley Marshall

Full Report

Information about the setting

Kids Play at St Bernadette's Catholic Primary School registered in 2009. It is one of a number of groups run by Kids Play Limited. The breakfast club operates from the school hall within St Bernadette's Catholic Primary School in Monkston Park, Milton Keynes. The after school club operates from a large room and enclosed garden and sometimes a second hall within the community centre. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently, there are 85 children in attendance aged between four and 11 years. There are 16 children on roll in the early years age range who attend for a variety of sessions. The breakfast club opens each weekday from 7.30am to 8.45am and the after school club opens each weekday from 3pm to 6pm term time only. The club currently support a number of children who learn English as an additional language. The club employs seven staff members, of whom, four hold relevant childcare qualifications at level 3 and three hold relevant qualifications at level 2.

What the setting needs to do to improve further

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

- consider ways to develop the book area to create an attractive place where children can relax and share stories together with adults to support their literacy development
- organise toys and equipment more effectively, so that items are complete, to support children's play and learning and sustain their interest.

Inspection judgements

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

Children help staff to plan activities at the club. This means that children have an element of control over their play and learning and as a result, they enjoy attending the club. Children particularly enjoy the freedom of playing outside. They may go inside and outside as they please and the vast majority choose to be outside for most of the time. Staff understand that children prefer to play in this way and find ways to effectively support their learning outside. For example, children develop physical and mathematical skills as they use chalks to draw a hopscotch on the ground, form numbers and count. Staff extend children's understanding of numerals by encouraging them to count forwards and backwards when they play hide and seek. Children practise their writing by using chalks to

spell out their names in big letters on the ground and draw trails to follow. They take pens and paper into dens that they make and practise forming letters as they write lists. This effectively supports their early writing. Children's enjoyment of reading is less well developed. This is because staff do not always organise the book corner in a way that appeals to the children. For example, there are no cushions for children to sit down on and there are few books available to fully spark children's enjoyment of reading and literacy.

Children experiment with paint as they mix colours and use sponges to create pictures. This enables them to be creative. They enjoy playing with dinosaurs and line these up in rows. They examine the dinosaurs closely and imitate the noises they think they would make. This helps them to link their ideas to their play and develops their understanding. Children talk to each other about their likes and dislikes and share ideas about game rules. This helps them to learn important social skills. During 'zombie' play they assign each other roles and work together cooperatively. This good use of communication and negotiation provides children with helpful skills to support their learning at school. Staff are aware of the importance of continuing children's interests. Although staff are insistent that the club is first and foremost for children to play, they work effectively with the school to complement children's learning. All children are given support to complete their homework and staff build upon themes from school and talk about what children have learnt that day. Staff gather information about children's learning using an 'All about me sheet'. This helps staff to get to know children to build upon their interests. Staff talk to all parents when they arrive to collect children and share their learning. Staff share more formal written summaries of children's progress on a termly basis. This helps to engage parents in children's learning to develop consistency between home and the club.

Children enjoy using a range of resources that support their development. When playing outside they climb, balance and hide inside large tractor tyres. They explore sand by digging and hiding things inside, engaging their curiosity. However, some resources that staff provide inside the club do not sustain children's interests. This is because at times, such as during staff absences, they provide resources that are incomplete. For instance, children begin to look at a dolls house but there are no figures to use in their role play so they quickly lose interest. All children are able to feel welcome and gain a sense of belonging at the club. Posters on display reflect how the club values children's home languages, helping them to feel confident to use whatever language they prefer at the club.

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

Children are fond of the staff that care for them. They are eager to get to the club and play and arrive happily after school. They feel secure because staff give them very clear boundaries about expected behaviour. Children help to draw up club rules so they understand the importance of following them. In turn, this means that children behave well. Staff play with children joining in their games and allowing them to let off steam and unwind. They supervise children's play well, helping them to calm down when they become over excited. Effective methods of doing this include circle time before children sit

down and have their evening meal. Children gather as a group and staff praise them for their good behaviour, such as playing together well. This helps to raise children's self-esteem and sense of self-worth, promoting their personal, social and emotional development well.

Children help staff to tidy away and organise the room for dinnertime. This helps them to gain a sense of responsibility and effectively supports their independence as they wash their hands and wipe over tables after messy activities. It also helps children to prepare for the imminent change between free play and structured times. Children collect their meal and sit down in their groups. Staff use this time to talk to children and develop their understanding of eating healthily. When children are reluctant to try new food staff use stickers as a reward for their efforts. Children are keen to earn a sticker and try foods they do not usually eat. This helps them to understand that some foods are good for their health. Parents praise the substantial food the club provides as it enables them to spend time at home with children before bedtime. In this way parents feel the club supports them in meeting children's needs at home and at the club.

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

Staff are aware of their responsibility to keep children safe. They undertake regular risk assessments and maintain safe levels of supervision at all times. Effective procedures for vetting and inducting new staff helps to make sure that those who work with children are suitable to do so. Staff understand policies and procedures and implement these through clear guidance. For example, staff know about how to use technology, such as mobile phones, safely. This reduces any likely risks to children's well-being. Staff practise fire evacuation with children on a regular basis to help to ensure they know what to do in an emergency.

Staff are keen to improve the quality of care they provide for children. They have thoroughly addressed recommendations from the previous inspection. Staff use self-evaluation as a tool to further reflect upon their practice. Parents share their views by completing questionnaires and the club considers children's opinions. This means that staff can accurately identify strengths and weaknesses and take decisive action to deal with weaker areas. This shows that the club has a strong capacity to maintain continuous improvement in the future for the benefit of children.

The staff team work together well and communicate through regular meetings. Ongoing staff training helps staff to develop professionally and benefits children as they are aware of how to meet their needs. The clear management structure at the club helps support staff to understand their individual roles. Staff understand how young children develop because they undertake qualifications that develop their knowledge and skills. This means that they can effectively track and monitor children's progress through observation and assessment. They identify children's next steps in learning, helping them to move forward and make good progress.

The club works very closely with the school where children attend. They share information with teachers and pass news on to parents. The club develops good relationships with local groups who offer further tuition for children and operate from the community centre. Some parents choose that their children attend these classes and staff take and collect children to the session safely. Parents feel content that staff provide good care for children and that children are happy at the club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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 action. 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	EY399817
Local authority	Milton Keynes
Inspection number	816150
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	40
Number of children on roll	85
Name of provider	Kids Play Ltd
Date of previous inspection	11/03/2010
Telephone number	01908209216

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Type of provision

For the purposes of this inspection the following definitions apply:

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, which are usually the childminder's 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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