

# Play 4 Ages

Milestone School, Ash Road, New Ash Green, LONGFIELD, Kent, DA3 8JZ

<b>Inspection date</b>	09/06/2014
Previous inspection date	21/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- The high quality activities and very positive adult interaction inspire and captivate the children. Activities are relevant to children's interests, exciting and fun.
- Staff are highly skilled and sensitive to children's individual needs and as a result, children are very secure in their attachments with their key person and with all members of staff.
- The staff and management team use an excellent range of learning strategies to engage children in active learning.
- The extremely well-qualified staff team consistently build on their skills and knowledge by attending relevant training, and sharing information gained with their colleagues. This results in professional and informed staff who are committed to providing an excellent service.
- The excellent partnerships formed between parents and staff provide a positive two-way flow of information that is highly valued. This enables parents to fully contribute and be actively engaged in their children's learning and progress.

## 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 viewed areas of the school accessed by the out of school club, including the outdoor environment, soft play and library.
- The inspector discussed with children the activities they enjoyed participating in.
- The inspector checked evidence of suitability and qualifications of staff working with the children.
- The inspector carried out a meeting with the manager and looked at and discussed a range of policies and procedures.
- The inspector interviewed five parents and their views taken into account.

## Inspector

Joanne Wade Barnett

## Full report

### Information about the setting

Play 4 Ages at Milestone School is one of two owned by a private provider and opened in 2010. It operates from a school and has access to many of the facilities such as the music room, soft play room, gymnasium and library. It is situated in New Ash Green, Kent. It is accessible for those with disabilities. All children share access to a secure enclosed outdoor play area.

The provider is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The club currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 68 children on roll, 20 of whom are in the early years age group. The setting opens five days per week from 3pm until 6pm during school term times.

The club employs seven members of staff. All staff hold a recognised early years qualification at National Vocational Qualification level 3 and above. One member of staff has Early Years Professional Status.

### What the setting needs to do to improve further

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

- seek the views of the children to help with future development.

### Inspection judgements

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

Staff are extremely skilled at interacting with children and are expert at planning to meet their individual learning needs. Therefore, activities and resources promote learning very well across all areas of learning and children make excellent progress from their individual starting points. Staff observe the children in their chosen activities, assess their learning and development and plan exciting activities relevant to children's interests. Children's starting points are recorded when children first start to attend the club, in consultation with parents and teachers where children with additional needs attend the school. Staff then plan for their next steps in learning and record 'wow' moments in the children's records. As a result, children make extremely good progress towards the early learning goals.

The highly welcoming and stimulating environment supports children in becoming independent and initiating their own play. Children are extremely well settled in their surroundings and access resources with confidence. They engage in physical play using

the large climbing equipment, and enjoy the many exciting areas. Children use the extensive outdoor facilities in all weathers, and learn about the natural environment in the sensory garden and large playing fields. The all-weather enclosed outside area provides children with opportunities to play with sand, balls, cones and ropes, and to enjoy the fresh air. Physical development is a particular strength of the provision and many children state that outdoor play is their favourite activity.

Children with special educational needs and/or disabilities make great progress from their starting points. This is because staff liaise with other professionals and act on their advice, work very well in partnership with parents. They have boosted their understanding of working with these children by frequent attendance of well targeted training courses. Staff also use techniques, such as signing, to extremely good effect. Staff engage in lively discussions with children, encouraging them to voice their opinions and develop their thinking skills. Children thoroughly enjoy lying on the comfy floor bean bags, reading books or using the sensory activities. Staff discuss with children stories they have read, and suggest other books written by the same authors. This helps to develop children's interest in books and encourage them to be avid readers. Children enjoy using the variety of resources in the arts and craft area as staff support their writing skills.

Children talk about numbers with staff during everyday activities, and when playing musical chairs as they count down how many chairs are left. They can choose to play from a large selection of games such as chess or manipulate shapes with construction kits and the marble run. Children love to cook as photographs show children engage in measuring out ingredients and eating sandwiches with chop sticks at Chinese New Year. Children have access to a soft play room where they can use the ball park, the library and large hall to play more energetic games. There is great hilarity as the children are timed to wrap each other up in tissue paper and learn to take turns and cooperate and engage in discussions around strategy and decision making as they play party games.

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

A happy and harmonious atmosphere filters through the club. A highly effective key-person system ensures that children settle easily into the club, because staff get to know the children very well indeed. They get involved in children's play and spend time talking to them, which helps children form strong bonds and trust with them. Children show they feel safe and secure as they say they know who to speak to if they have a concern. Staff are outstanding role models and as result, children behave exceedingly well.

Younger children benefit greatly from playing alongside the older children and those with additional needs, who happily include them in their games. They encourage children to negotiate and discuss ways to overcome their differences. This helps children prepare for their future learning and be able to deal with conflict. Consistent boundaries are in place to help children know what is expected of them and staff receive regular training to ensure behaviour management procedures are consistent. Staff are extremely alert and follow effective procedures to keep children safe and to promote their well-being.

Staff give high priority to supporting children's physical development and their understanding of how to keep themselves safe and healthy. They enjoy extensive daily play outdoors, and learn to negotiate risks when climbing up and jumping down from large apparatus. Staff keep children safe through robust practices such as using mobile phones to tell members of staff when children are going outside or returning to the hall. Staff are extremely vigilant at pick-up times, ensuring children leave only with their designated adult.

Children learn about a healthy diet through the variety of fresh fruit and vegetables on offer at rolling snack time, where children can choose when they would like to eat. On special occasions, such as a party the children are able to choose both sweet and health savoury snacks with consent from parents. The extensive range of resources and activities mean that children's needs are very effectively met across all areas of learning. Children learn independence through choosing from the activities on offer but they also feel confident to request additional resources as the need arises.

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

The quality of leadership and management is exemplary. The management team has a strong drive to reflect on the provision. They seek the views of parents and staff to maintain consistent improvements, although they could extend this to children. There is a very strong emphasis on safeguarding with comprehensive policies and procedures clearly understood by staff. Highly effective systems are in place to promote children's safety and security. All visitors to the setting are required to sign in and out, maintaining an accurate record of everyone coming into contact with the children. The management team maintains all documentation to an extremely high standard, and understands fully the safeguarding and welfare requirements of the Early Years Foundation Stage.

An exceptional staff development system is in place. A robust induction programme following an extensive interview procedure ensures all staff are suitable to work with children. Staff receive excellent training and professional development opportunities, through regular meetings and training. Ongoing supervision for staff is highly effective. Staff say how much support they receive and they are eager to improve their skills through sharing examples of best practice with their colleagues. The management team work very closely with the school and intend to link in with training sessions on teacher training days in the future.

The management team has high aspirations for maintaining quality and this underpins all aspects of care and education in the setting. They monitor curriculum coverage and ensure that children benefit from the full range of experiences on offer. They quickly identify and address any gaps in planning, often in consultation with the children. Exceptional organisation and a dedicated staff team, who all work with a common purpose, ensure that children benefit considerably from attending this outstanding provision.

Partnerships with parents are excellent and parents speak extremely highly of the management team and the staff. They say that their children settled easily and thoroughly enjoy coming to the club. Parents appreciate the way the manager goes 'the extra mile' in making sure their children engages in activities that match their current interests. Parents state that staff share information about their child's learning, interests and well-being on a daily basis and that they are extremely confident their child is safe and happy.

### **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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY405785
<b>Local authority</b>	Kent
<b>Inspection number</b>	961928
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Play 4 Ages Ltd
<b>Date of previous inspection</b>	21/03/2010
<b>Telephone number</b>	07921566144

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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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