

Kids Play Childcare @ Tickford Park School

Tickford Park Primary School, Avon Close, NEWPORT PAGNELL, Buckinghamshire, MK16 9DH

Inspection date	09/10/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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 have secure knowledge of how to support children's learning and development through play. As a result, children settle quickly into their chosen play when they arrive.
- There is a strong key person system which helps children to form secure attachments.
- The manager and staff are committed to safeguarding children. They understand their roles and responsibilities well. This helps to protect children's welfare.
- Partnerships with parents are good. They complement the wrap-around care provided.

It is not yet outstanding because

- Staff do not always involve children in the serving of meal to maximise their self-help skills.

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 observed children's activities indoors and outdoors.
- The inspector undertook a tour of the premises during the inspection.
- The inspector had a discussion with the manager.
- The inspector talked with staff, some children and parents to obtain their views.
- The inspector scrutinised a ranged of relevant documentation relating to safeguarding, suitability records, policies and procedures.

Inspector

Helen Porter

Full report

Information about the setting

Kids Play Childcare at Tickford Park Primary School registered in 2009. It is one of number of groups run by Kids Play Ltd. This setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers. The group is situated in the main part of the school and has access to one room, the playground and the hall. There are currently 65 children on roll, on a part-time basis. During term time, it is open each weekday between 3pm to 6pm. During the holidays, it is open between 8.30am to 6pm and children have access to the whole of the school. The manager and one other member of staff have a BA degree in early year's education and the other two members of staff have qualifications at level three.

What the setting needs to do to improve further

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

- increase the opportunities for children to be involved in the serving of meals so that their independence and self-helps skills are maximised.

Inspection judgements

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

Staff have secure knowledge of how to support children's learning and development through play. They effectively promote children's interests by using their suggestions towards future activity plans. As a result, children quickly settle into their chosen play when they arrive. Staff are sensitive to their daily needs. Their flexible planning and free choice takes in to account that some children may need time to relax after a busy day at school. This means children choose when and how to engage in the activities provided. As a result, they are motivated and continue to learn.

Staff support children's communication skills well by using visual aids, such as picture labelling. This means that children point out activities of their choice. Staff provide a continuous narrative as children play, modelling words and sentences clearly. They use skilful questions and give children time to think and respond with their answers. This effectively supports and extends their language development. Staff provide plenty of opportunities for children to practise writing and drawing. For example, a group of children drew pictures of their families. They shared their pictures with their friends by talking about the people in their drawings and sticking them onto a display board. Children develop their physical skills because staff provide good resources to choose from outdoors. For example, a small group of children practise hitting balls with a bat, while others kick footballs to each other.

Staff create scrapbooks, which effectively record children's achievements. Children take ownership of them by choosing what to put into them. They have access to the setting's camera and take photographs of the activities they enjoy. For example, a child took a photo of her friends who were dressed up in superheroes costumes. The staff share these scrapbooks with the children's parents to involve them in their learning and give them ideas for further activities to do at home.

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

There is a strong key person system which helps children to form secure relationships. Staff initially meet with children and parents to get to know their needs. They ask children what activities they enjoy and use this information effectively to plan an exciting environment. They gather detailed information from parents and the teachers. This helps to provide continuity of care as it builds a three-way flow of information.

Staff deploy themselves well so that children are supervised during all activities. This helps to keep children safe. They give children clear guidance to help to manage behaviour. For example, when two children chose the same equipment to take outside, a member of staff showed them how to carry and play with it together so that they learn to share. Children are gaining a strong understanding of risk because staff encourage them to have a go at physical challenges, such as the climbing frame outdoors.

Overall, staff promote children's independence and self-help skills well. They offer a wide variety of resources and label boxes with pictures. This helps children to make choices for their own play and involvement at tidy up time. Children pour their own drinks because staff make them easily accessible. However, staff do not always involve children in the serving of meals so that their self-help skills are maximised.

Staff effectively promote healthy lifestyles. They provide children with opportunities for regular fresh air and exercise. They offer healthy snacks in fun ways, such as fruit kebabs. Children develop good hygiene practices as staff remind them to wash their hands before meals and after outdoor play.

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

The manager and staff have a strong understanding of how to safeguard children. They attend regular training and the manager uses questionnaires to test their understanding. This helps to make sure that their knowledge is up-to-date, which helps to protect children's welfare. Staff have a clear understanding of who to contact if they have a concern about a child. Robust recruitment and induction procedures are implemented, including rigorous vetting checks to help to make sure that staff are suitable.

The management team have recently updated the induction pack to provide a more thorough system to induct new employees into their new roles and responsibilities. This

helps new staff settle in quickly. Regular supervision meetings help the manager to identify strengths and training needs for staff. For example, staff attended training on the characteristics of effective learning. This helps them to provide stimulating environments for the children to explore and learn.

The management team effectively evaluate their service and develop action plans working in partnership with staff, children and parents. Staff have recently introduced the children's suggestion box, which encourages children take part in the planning of the provision. Staff build good relationships with parents. They meet with them regularly and encourage them to complete questionnaires. This helps to give parents the opportunity to voice their opinions on areas of strengths and improvements. Staff have well-established relationships with the teachers' onsite. They make a point of speaking to children's teachers, at the primary school, every day so that any information about children is passed onto their parents. This helps to provide continuity of care for the children.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY397235
Local authority	Milton Keynes
Inspection number	883454
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	24
Number of children on roll	65
Name of provider	Kids Play Ltd
Date of previous inspection	not applicable
Telephone number	01908 209216

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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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