

Kidzone

Inspection report for early years provision

Unique Reference Number	110419
Inspection date	20 September 2007
Inspector	Heidi Wilton
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Registered person	Gill Wrixon
Type of inspection	Childcare
Type of care	Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kidzone is an after school club and has been registered since 1997. It is registered to provide care during school holidays. It operates from two rooms. The drama room in Mill Rythe Junior School and a classroom in the infant school on Hayling Island, Hampshire. Children have the use of a playground and can access the school playing fields. Kidzone serves Mill Rythe Junior and Infant School and some children from the local community. It is a privately run group.

Kidzone after school club is registered to care for 52 children. There are currently 66 children from four years to 14 years on roll and of these 33 children are under eight years. Children can attend for a variety of sessions. The setting supports a number of children with learning difficulties and/or disabilities and is able to support children with English as an additional language.

Five full-time staff work with the children. Three staff have early years qualifications to NVQ level 3 and two staff members are about to embark on training towards a recognised early years qualification.

The after school club opens Monday to Friday from 15:30 to 18:00 during school term times. The group takes children from four years to 14 years of age.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene procedures as they wash their hands before snack and after going to the toilet. Staff use antibacterial sprays to clean tables and work surfaces to ensure the risk of contamination is prevented. Parents are informed about the sick child policy both verbally and through written documentation. This ensures they are aware of incubation periods should their child contract a communicable disease.

All staff know where the first aid kit is kept and this is replenished as necessary. Staff demonstrate a good understanding of completing accident and medication records appropriately and parents sign to ensure they are well informed. The setting have gained written parental permission to seek or gain emergency medical advice or treatment. This ensures children are treated without delay in an emergency or accident.

Children enjoy a healthy snack of crackers, cheese and fruit. Staff talk to the children about the healthy benefits and healthy eating posters are displayed around the eating area. Children have many opportunities to engage with physical activity. They have fun as they move the handles on the football table and enjoy riding the scooters around the outside area. Children enjoy playing group games with their friends such as football, rounders, netball and cricket. They become excited as they tackle the small assault course on the school field.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are kept safe and the play leader deploys staff effectively to ensure the children's needs are met. The setting adhere to adult to child ratios and ensure children are supervised by staff at all times. The club risk assess the environment inside and out daily to ensure any hazards are identified and minimised.

The setting have valid public liability insurance and appropriate age and stage equipment for the children attending. The play leader has obtained all required parental permissions to ensure children are safe and parents well informed. The setting have lost and uncollected child policies in place. These are shared with both parents and staff to ensure they are informed of procedures to follow should such an event occur.

The setting know where to make referrals should they have any concerns about the welfare of the children. They demonstrate a clear understanding of how to record signs and symptoms. The setting have a child protection policy which includes details if an allegation is made against a member of staff. However, the policy is currently not in line with the Local Safeguarding Children Board's guidelines.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive to the after school club happy and settle into the activities that have been set up by the staff. Children in the junior school room based in the drama room are able to access the open cupboard and access alternative toys and resources. Children within the room in the infant school can also access toys independently but are helped by the staff who are deployed

well. The setting offer children preliminary visits when they first start to ensure they become relaxed and happy within the environment. Staff give parents forms which they can fill out with their child detailing their likes, dislikes and favourite activities. This ensures staff have some knowledge of the children and can help the child feel settled when they first start.

Children within both the after school club rooms play with a wide range of age and stage appropriate toys and resources. They enjoy interacting with computer programs as they move the mouse and press the different keys on the keypads. They have lots of fun joining in with group games outside such as football and rounders and staff interact enthusiastically offering lots of praise and encouragement. Children enjoy constructing models from Lego and play dough and become engaged as they concentrate putting small Hama Beads onto different shaped boards. Children love interacting with the wide range of role-play equipment and have fun as they dress up in different costumes.

Children have opportunities to rest and relax on the soft chairs as they watch television. Younger children snuggle up in blankets and happily relax watching their favourite television programmes. Staff know the children well and talk to them at their level about things that interest them. For example, one play worker talks to the children about their favourite football teams or about things they have been doing at home.

Helping children make a positive contribution

The provision is good.

The setting treat all children as individuals and show them equal respect. Children foster an understanding of different cultures, countries and positive gender roles. They dress up in a variety of outfits and look at posters and books. Staff encourage children to count in different languages as they participate with skipping activities and some children look in atlases to find out where different animals come from. Children enjoy tasting different multi-cultural foods at snack time such as pitta bread, prawn crackers and noodles. The setting support children with learning disabilities and/or difficulties. They work in partnership with parents, outside agencies and with the school in which they are based. The setting continue any action plans to ensure consistency in care is achieved for the children.

Staff use consistent behavioural strategies with the children. Rules are displayed and children are gently reminded to keep to these. Staff use positive praise and encouragement for children's good behaviour and achievements. They use timeout methods for any unacceptable behaviour and talk to the children at child level about what has caused the behaviour. Staff communicate with parents at the end of the session and parents are welcomed to talk to the staff at anytime should they have any concerns. Parents are able to gain additional information from the parents' notice board and from termly newsletters. They are welcomed to take home copies of the policies and procedures which allows them to reference them at anytime. The setting have a complaints policy in place and a log should any concerns arise.

Organisation

The organisation is good.

The setting meet the needs of the range of children for whom they provide. The manager has a good understanding of ensuring all staff are vetted and suitable to be around the children. She ensures all staff complete an induction and this is ongoing to ensure staff are fully knowledgeable about procedures and routines.

The manager and the staff team demonstrate a good understanding of the National Standards and current legislation. The setting record all children and staff into the attendance register to ensure they are accounted for in an emergency. The manager stores all documentation confidentially and has gained required information about the children from the parents.

Improvements since the last inspection

At the last inspection the setting were asked to ensure that children have an appropriate range of activities and resources which promote positive equality of opportunity and anti-discriminatory practice. The setting now have many resources which promote equality of opportunity and anti-discriminatory practice. This ensures all children, parents and staff feel included within the setting and children foster a good understanding of their society and the wider world.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update the child protection procedure in line with the Local Safeguarding Children Board's.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk