

# Kidszone

Inspection report for early years provision

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<b>Unique Reference Number</b>	224694
<b>Inspection date</b>	24 January 2008
<b>Inspector</b>	Jennie Lenton

<b>Setting Address</b>	Sandford Hill Primary School, Clayfield Grove, Stoke-on-Trent, Staffordshire, ST3 5AQ
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<b>Registered person</b>	Joanne Mullin
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<b>Type of inspection</b>	Childcare
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<b>Type of care</b>	Out of School care
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## 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](http://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?

Kidszone Out of School Club opened in 1996. It operates from two rooms within Sandford Hill Primary School in Longton. The club serves the local area. There are currently 44 children from four to 11 years on roll. Children attend for a variety of sessions. Children with learning difficulties and/or disabilities are warmly welcomed.

The club opens five days a week all year round. Sessions are from 07:30 to 08:50 and 15:10 to 18:00 during term time and from 07:30 to 18:00 during school holidays. Three full-time members of staff work with the children, two of whom have early years qualifications to NVQ Level 2 or 3.

### THE EFFECTIVENESS OF THE PROVISION

#### Helping children to be healthy

The provision is good.

Children are protected from cross-infection as staff follow sensible procedures to maintain the health of all. For example, tables are wiped down with anti-bacterial spray prior to the start of the session and before and after snack time. There are robust policies in place to ensure that

sick children do not attend the setting. This reduces children's exposure to infection. Any child who becomes ill at the setting is well cared for as they await collection. Children's health is further promoted as the staff encourage them to consider their own hygiene. As a result of well established routines, children are developing a good understanding of how to stay healthy. They learn to take responsibility for their own needs as they independently go and wash their hands before settling down to eat or play.

The robust policies for administration of medicine and the precise recording of accidents ensures that children receive appropriate care. Staff share relevant information with parents and the school so that consistency of care is achieved. Children are also able to receive prompt and appropriate treatment in the event of a serious incident. The setting collates parental permission for emergency medical advice or treatment to be sought. Children are further protected as two members of staff are qualified to administer first aid.

Children's dietary needs are met as the setting precisely records any allergies or religious requirements. A healthy snack is provided. Children enjoy a selection of freshly prepared fruit and vegetables. Carrot sticks, slices of pear and apple are eaten with enthusiasm as children sit with their friends and chat as they eat. There is also access to fresh water throughout the session. This helps to ensure that children remain hydrated. Active play is regularly available. There is a large outside area where children have fun playing football or rounders, running, skipping and using hula-hoops. The school hall is also available for team games during bad weather. This encourages children to enjoy exercise and promotes their physical development.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children feel confident and safe in the setting. The building is secure with all external doors being locked. A buzzer alerts staff to visitors. This ensures children are protected as staff then authorise any admittance. A high level of supervision also promotes children's safety as staff effectively monitor their activities. This ensures that children do not leave the setting unaccompanied as well as reducing the potential for accidental injury. Staff are vigilant in spotting hazards and minimising these. For example, they pick up equipment that could cause a child to trip and ensure it is stored safely. All equipment is fit for purpose. The setting ensures that children only access good quality toys and equipment. All resources are regularly checked and comprehensive risk assessments are used to ensure that children's safety is consistently prioritised.

Children are also protected outside the setting. Staff ensure that reputable companies are used to provide transport for outings and that children wear identity bracelets with the club's contact number. Staff also talk to children about staying safe. They remind them about road safety issues and the importance of staying together. As a result, children are beginning to take responsibility for their own well-being. This is further promoted as the setting regularly practises the fire evacuation procedure. This helps children to respond promptly in an emergency.

There is a clear and comprehensive child protection policy which is made available to parents. This ensures that staff are able to discuss any concerns promptly. All staff are clear about their roles and responsibilities in relation to child protection. This helps to safeguard children from potential future harm, as staff know how to contact the appropriate authorities without delay.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and content in the friendly setting. They communicate well with each other and have positive relationships with the staff. Children develop their self-confidence as staff listen to and value what they have to say. The relaxed atmosphere enables children to joke with staff and have fun as they enjoy playing board games or chatting with their friends. Staff treat all children with genuine warmth and respect. They value children's achievements, commenting on the quality of their colouring-in or the designs they create as they make dream-catchers. This promotes children's sense of self-worth.

Staff are attentive to children's needs and preferences. For example, children are encouraged to self-select activities and staff join in with play as required. Children play harmoniously as they choose from the wide range of resources that are set out. They settle happily to a variety of craft activities such as making pictures with beads or designing pictures. Children enjoy building with construction blocks or playing imaginatively with puppets and toys. They enjoy active games running around the hall or playing freely on the outside area. Group games are also popular and children show consideration for each other as they take turns or share resources. Staff reinforce this by praising their good behaviour and use of manners.

All children are actively engaged during their time at the setting. They are included in decision making about the purchase of new resources and therefore, the activities available reflect their preferences. As a result, parents find that children 'never want to leave' as they are fully immersed in play.

## **Helping children make a positive contribution**

The provision is good.

There is a clear commitment to equal opportunities. Staff ensure that all members of the group feel included and are treated with equal concern. As a result, quieter children are not overlooked as staff make sure that resources are accessed fairly. The setting provides resources that positively represent the wider community and all the children that attend. Children learn to respect diversity and celebrate different cultures and traditions. For example, they look at topics such as disability or engage in themed craft projects. For example, making totem poles and dream-catchers as part of a topic on Native Americans. This encourages a positive attitude to different backgrounds, cultures and abilities. Access to the setting is good. Currently, there are no children with learning difficulties and/or disabilities attending, but staff are aware of how to offer appropriate support. The setting welcomes all children and is committed to working in partnership with parents to promote individualised care.

Children behave well. There is a clear behaviour management policy and staff skilfully use positive reinforcement to encourage good behaviour. Children are proud to collect a 'tick' for good manners or for being kind and considerate. Unwanted behaviour is dealt with effectively as children are reminded of the rules of the setting and are encouraged to consider the impact of their behaviour on others. As a result, children are developing an understanding of the consequences of their actions, for themselves and others. This has been effectively extended as children have contributed to the setting of some club rules. This increases children's sense of 'ownership' and encourages them to take responsibility.

Communication with parents is good. Staff provide a 'parents pack' which details the setting's activities and some of the procedures and policies. Parents also have opportunities to discuss

their child's well-being daily. Staff are approachable and take time to talk with parents informally at collection times. Children benefit from the positive relationships as their welfare and safety are discussed. For example, staff work with parents to ensure children only leave with an agreed adult. Arrangements for children to be collected by another relative or friend are formalised prior to collection. This safeguards children. Parents' views are valued. The setting provides opportunities for parents to communicate any comments or concerns. This is done on a daily basis through discussion and also through the use of occasional questionnaires. Children's care and well-being is enhanced as the setting makes efforts to respond to parents wishes.

## **Organisation**

The organisation is good.

Policies and procedures are generally of a high standard and most work well in practice to deliver good standards of care. The setting has robust recruitment and vetting procedures which ensure that children are only supervised by experienced and qualified staff. In the event of unexpected staff absences, the setting has access to additional staff all of whom have been vetted. This forward thinking approach seeks to promote children's safety and well-being by protecting them from un-vetted individuals.

Existing staff are fully aware of all policies and are clear about their roles and responsibilities. As a result, the setting runs smoothly. New staff are provided with an induction period and are given an induction booklet to assist them in meeting their duties. However, this is quite brief and does not include key policies and procedures. This potentially compromises children's care. Most staff regularly access training. Children benefit as new ideas are incorporated to enhance their care and enjoyment. However, there is no formal system to identify training needs or to assess individual strengths and weaknesses on a regular basis. This hinders future improvement.

Staff are involved in direct work with children throughout the session. This occurs as ratios of staff to children are consistently maintained. All children's records and staff details are stored securely with appropriate regard to confidentiality. Details of any visitors to the setting are also clearly recorded. This safeguards children. The management have a clear understanding of the National Standards and all staff are committed to providing high quality care. Overall children's needs are met.

## **Improvements since the last inspection**

At the last inspection the setting was required to devise a procedure to be followed in the event of a child being lost; obtain parents signatures on medication records; devise systems to record incidents of physical restraint and existing injuries; increase resources to promote equality of opportunity and anti-discriminatory practice; improve staff's knowledge of child protection issues; devise a written statement on special needs and put a system in place to record complaints.

The setting now has all required policies and procedures. There is a clear written statement of the procedure to be followed in the event of a child being lost and a written complaints procedure is clearly displayed for parents. Similarly, there is a written statement regarding special needs and all staff have regard for the Code of Practice. Staff now also record any existing injuries and have provision to record any use of physical restraint. Medical records are comprehensively filled in and signed off by parents. These measures ensure that the welfare of all children is effectively promoted.

The setting has also increased its resources to promote positive images of different backgrounds and cultures. Children access a range of books and toys which encourage them to consider the wider world. Topics on different cultures and abilities also promote understanding and acceptance. Staff have also undertaken training on child protection issues and now display a clear understanding of how to deal with any concerns. This helps to ensure that all children are protected from harm and neglect.

### **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):

- devise and implement a system to ensure that the continuing training needs of staff are identified and met
- improve the induction policy to clearly show how new staff are made aware of key policies in their first week of employment.

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](http://www.ofsted.gov.uk)