

Shotley Kidzone

Inspection report for early years provision

Unique Reference Number	251629
Inspection date	15 January 2008
Inspector	Glenda Kathleen Field
Setting Address	C/o Shotley CP School, Shotley, Ipswich, Suffolk, IP9 1NR
Telephone number	01473 787873
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Registered person	The Trustees of Shotley Kidzone
Type of inspection	Integrated
Type of care	Sessional 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 AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Shotley Kidzone are a committee managed facility. The group has the sole use of purpose-built premises which are situated in the grounds of the local primary school. There is a secure outdoor play area. The group are registered to care for a maximum of 24 children at any one time. There are currently 44 children on roll at the pre-school, of these 21 receive funding for nursery education. A lunch club is operated by the pre-school, children attending the school nursery can attend the lunch club. The setting also run a breakfast club, after school club and holiday club for children attending the primary school. There are currently 38 children on roll at the breakfast and after school club. The setting supports children with learning difficulties and/or disabilities and those with English as a second language,

Pre-school sessions operate during term time only Monday to Friday from 09.00 until 11.30, with a lunch club operating daily until 13.00. Afternoon sessions operate on Mondays, Wednesdays and Fridays from 12.30 until 15.00. The breakfast club operates Monday to Friday from 08.00 until 08.45 and the after school club hours are 15.15 until 18.00. The holiday scheme operates during holiday times Monday to Friday from 08.00 until 17.30.

Four staff are employed all of whom hold relevant early years qualifications. The setting receives support from the local authority and are members of the Pre-school Learning Alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted because staff follow thorough and consistent procedures that are documented and shared with parents. Bright and child-friendly toilets with colourful prompts remind children to wash their hands. Parents give written consent for the seeking of any emergency treatment or advice that may be necessary, however, emergency contact details for some children require updating. This potentially compromises children's health. Staff have completed first aid training and appropriate first aid equipment is readily available. Accident and medication records are accurately maintained and signed off by parents at the end of each session. Fun and child-friendly visits from health professionals such as the dentist and health visitor enable children to learn the benefits of a healthy lifestyle.

Healthy and nutritious snacks are prepared. They feature seasonal fresh fruit and a range of savoury foods, for example, cheese and breadsticks. High standards are consistently maintained during the preparation of snacks by staff who have attended food hygiene training. A rolling snack time enables children to access their snack when they wish and allows time for individuals to eat at their own pace. Children clearly enjoy the social snack and lunch times where staff sit and support children as they encourage their good table manners. Children who attend the nursery unit in the school are able to have their packed lunch with the pre-school children before being collected by their parents. Healthy eating is consistently promoted within the setting. Staff talk to children at snack and lunch time about what food is good for you. Breakfast is available for children attending the breakfast club, they are able to choose from cereal and toast with milk and juice to drink. A light tea is provided at the after school club such as toast, assorted sandwiches and savoury biscuits to choose from. Children's special dietary requirements are recorded in written agreements from parents. This ensures that individual needs are respected. Fresh drinking water is available for children to access throughout sessions ensuring that children remain well hydrated throughout the day.

All children have the benefit of fresh air and exercise as the setting has a stimulating outdoor play area. Children enjoy a broad range of physical activities and are developing good skills. They use a wide range of equipment including ride-on toys, scooters and climbing equipment. Part of the outdoor area is used by children for digging and planting flowers and vegetables. The setting are also able to use the school's environmental area and field. When the weather is not suitable to use the open outdoor areas children are able to access the covered way adjoining the building to enjoy activities in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a warm welcoming and cosy environment that is extremely safe. The organisation of space is creative, attractive and colourful with displays of children's work on the walls. A comprehensive range of stimulating resources stored in low-level units promotes children's independence well. These provide a balanced range of activities that are interactive and promote children's learning in all areas. Toys and equipment for younger children are vibrant and stimulating and provide a wide range of sensory experiences. Regular checks that

are clearly documented ensure that all equipment is clean and well-maintained. Thorough and consistent procedures ensure that any hazards to children are effectively minimised.

The premises are extremely secure and staff manage children's arrival and collection times safely. Detailed and clear operational procedures for outings and emergencies are well-planned and documented. Regular fire drills that are documented ensure that staff and children know what to do in the event of a fire. Fire prevention equipment is regularly checked and all recommendations are met. Children are kept safe on outings with good adult to child ratios and forward planning. Written consents are obtained from parents for all outings where staff are careful to ensure that venues are safe and suitable. Children are well protected from harm by knowledgeable and dedicated staff who have attended child protection training. Informative and relevant information is clearly displayed throughout the pre-school in order that correct procedures are followed in the event of a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are extremely interested in the array of appealing resources that are appropriate to their age and stage of development. Younger children form extremely good relationships with staff who are warm and tactile, and consequently they are secure and settled. A key worker system enables staff to know children very well and maintain excellent and consistent working relationships with children and families. The staff have an extremely good understanding of the 'Birth to three matters' framework and are clearly aware of the needs of younger children. Staff confidently use the framework to plan activities and support their good practice. Comprehensive plans are based on children's interests and support child initiated play incorporating the next steps in the child's learning. The pre-school provides a broad range of activities that provides children with stimulating play experiences to promote their care, learning and play.

Children are motivated to learn through many well planned opportunities which capture their interest. They are warmly welcomed into the colourful and homely environment by warm and caring staff who they are clearly delighted to see. Photographic displays and albums give children a strong sense of belonging and encourage them to feel at home. Children are confident to approach and talk to adults, for example, a child told the inspector that he got very wet coming to the pre-school that morning, but he had his Wellington boots on whilst another child was keen to show the inspector how the music player worked. Children's behaviour is excellent as they work as part of a group sharing equipment fairly. They are very settled in their known routines and confidently offer ideas such as telling the inspector that pressing dough on the table with the palm of your hands was the same as using rolling pins. Staff positively encourage children to manage developmentally appropriate tasks for themselves. Most children manage coats, aprons, Wellingtons, washing hands and pouring their own drinks with skill and confidence ensuring that they have the necessary skills required for starting school. Children's achievements are valued and celebrated by staff who display their efforts, giving children a sense of pride. Children attending the out of school club are able to use all of the resources of the pre-school. Additional toys, for example, computer games, books, board games and puzzles for their age group are freely available. At inspection the older children enjoyed making aeroplanes from balsa wood which they decorated using their own choice of materials.

Nursery Education

The quality of teaching and learning is good. Excellent use of accommodation provides a learning environment where children take part in purposeful activities of their choice. Staff provide many opportunities for interesting activities derived from well thought out plans using their sound knowledge of the Foundation Stage. Planning incorporates a good balance of all areas of learning and provides a mix of adult and child-initiated activities. Learning intentions linked to the stepping stones are clearly outlined in focused activity plans, however, these do not show how activities would be adapted to enable less able children to achieve or include challenge for older children. Records are built on written observations which staff evaluate and share with parents in order to make assessments. Staff manage children skilfully and sensitively and use praise consistently. Children's behaviour is exemplary throughout and provides a learning environment in which children make good progress.

Children's language development is good. They enjoy using the well-resourced book corner. Children are able to take books home to share with parents. Staff skilfully support children and help them consolidate their learning by linking letters to stories and many other aspects of the session. Children are making good progress in their early writing skills. The graphics area is well-equipped and children use visual prompts to provide a guide as they write. Name cards are made freely available for children to label their own work. The room has many labels and prompts encouraging children to understand that text has a meaning.

Children are making good progress in their mathematical development. Resources are laid out attractively to develop children's counting skills. Children count out beakers and plates as they help to prepare snack, this is supported well by staff who encourage children to count on and use mathematical language. Children learn simple addition as they add groups together. They use positional and size language, for example, to describe the height of towers they build with large building blocks.

Children are beginning to make sense of the world around them by investigating and exploring through a range of hands on experiences. A good range of messy play activities, for example, compost, sand, clay, dough and corn flour enables children to experience different textures. An outside area enables children to plant and observe growing things and experience large physical play on a variety of equipment. Children enthusiastically develop many skills as they make the most of these activities. They observe living things during visits to the school's environmental area. Children are learning about information technology by using the computer and other programmable toys. A range of cultural festivals and traditional days are planned for and children are encouraged to respect the views and beliefs of others.

There are many opportunities for children's creative play through resources that are appealing and tactile. Children mix paints and when painting focus intently on their own style and method. A range of musical instruments enables children to explore different sounds. Children's dexterity is promoted well through the wide range of activities that require hand to eye coordination, for example, using the mouse at the computer and assembling craft, puzzles and construction toys. Children roll and manipulate dough into specific shapes.

Helping children make a positive contribution

The provision is outstanding.

Children develop an excellent sense of belonging in the setting. Children and families are warmly welcomed into the setting by caring and friendly staff. Staff are extremely proactive in gaining information about children's backgrounds in order to best meet their individual needs. All children are included as intuitive staff tailor specific support to promote a fully inclusive

environment. Children are able to make choices about how to spend their time. Different sized groups encourage children to socialise and build positive relationships with each other. They are encouraged to help prepare snacks and tidy away resources and delight in reminding each other of their responsibilities as they show care for each other and the environment. They learn about a wide range of other cultures and beliefs through a broad range of planned topics such as Diwali, Chinese New Year, Thanksgiving and Christmas. Many positive images displayed around the room encourage children to learn about their similarities and differences. Consequently the setting acknowledges and celebrates diversity very well and provides an environment where many different cultures and customs are reflected. Children's spiritual, moral, social and cultural development is fostered.

The setting has an extremely positive approach to caring for children with learning difficulties and/or disabilities. Trained and experienced staff are responsible for supporting individual children. Staff proactively access training to support individual children's specific needs. Comprehensive written records for children are documented clearly and concisely. Staff have an excellent understanding of how to best support children, working closely with parents and utilising support in order to meet the needs of each child.

Clear concise policies underpin practice and provide specific guidelines to behavioural expectations. Children's behaviour is consistently good, staff model calm and polite behaviour and good manners. They use positive reinforcement and give excellent explanations about the need for rules. Children are supported extremely well in managing their own disputes and communicating their needs. Supportive and attentive staff encourage children to reason and negotiate with one another. Good behaviour is rewarded with praise and shared with parents. Children attending the breakfast and after school club have formulated their own rules for the clubs. These are prominently displayed giving children a sense of ownership and belonging.

The partnership with parents and carers of children receiving nursery education is outstanding. Parents are made extremely welcome into the nursery by friendly and approachable staff. They come in to collect their children and are clearly relaxed and at home as they chat with staff. Parents' evenings enable parents to share children's profiles and records and discuss their child's progress. Effective and simple systems including a prospectus, displays and photographs give parents excellent information regarding the different areas of learning. An informative notice board provides relevant and up to date information regarding recent updates and setting news. Parents speak extremely positively about the setting detailing many aspects of the excellent practice. Comments include, 'a little bit of discipline, a little bit of education, and a whole heap of laughs. Shotley Kidzone is the perfect ingredient for a child's enjoyment of pre-school life. As a parent I could not be more satisfied' and 'an excellent service which is very accommodating'. A clear complaints procedure is readily available should it be required. Detailed and informative written agreements provide details of children's needs in order they can be looked after according to parents' wishes.

Organisation

The organisation is good.

Children benefit from being cared for by dedicated and qualified staff who have had all the necessary checks in order to ensure children's safety and well-being. A robust recruitment policy ensures that staff are suitable and appropriately qualified to work with children. Adult to child ratios are excellent and consequently children are settled and secure. Children's care, learning and play is extremely well supported by the policies and procedures within the operational plan. Documentation that exceeds requirements is stored securely and confidentially.

The manager has a comprehensive understanding of the National Standards and her responsibility to comply with these and the conditions of the registration. Recent updates have been understood and there are excellent systems in place to share all documentation with staff and parents. All required documentation and consents are in place to ensure that children are looked after according to their parent's wishes. Overall children's needs are met.

The leadership and management is good. The setting is led by an extremely motivated manager with emphasis on providing a high quality environment and leading a dedicated team. Staff work exceptionally well together and individual skills and strengths are well deployed. The aims of the setting are reflected in all aspects of practice. Clear job descriptions and an effective appraisal process ensure that all staff are aware of their roles and responsibilities and their training needs highlighted. Staff have a strong commitment to their ongoing professional development which is reflected in the innovative and creative plans and resources. Regular staff meetings enable staff to review the effectiveness of the curriculum planning. Thus ensuring that the quality of nursery education is adapted accordingly to meet the individual needs of the children. Staff work closely with the local authority to ensure that teaching methods are inclusive and effective. Close links formed with the local primary school ensures that children have a smooth transition into school.

Improvements since the last inspection

At the last care inspection the provider agreed to develop induction procedures for staff and guidelines for parents on their roles and duties when taking part in the parents' rota. A staff induction pack is now in place which includes staff familiarising themselves with the setting's policies and procedures, an induction pack has also been formulated for students placed at the setting. Parent rota guidelines have been formulated for parents to follow when helping at the group.

At the last nursery education inspection the setting agreed to develop the planning to include all aspects of the curriculum and to include planning for children's next steps, continue to develop adult-focussed activity sheets to include any differentiation required and evaluation of the activities. Also the setting agreed to provide parents with information regarding the Foundation Stage curriculum operated. Plans have been developed and now include all six areas of learning ensuring that children are provided with a broad and balanced curriculum. Adult-focussed activity sheets have been further developed to include evaluation, however, any differentiation that may be required is still not shown. Therefore, this has been carried forward as a recommendation for this inspection. Improvements to the setting's prospectus, which all parents receive, now contains comprehensive information on the Foundation Stage curriculum operated.

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.

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The quality and standards of the nursery education are good.

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):

- ensure that emergency contact details are in place for all children attending.

The quality and standards of the nursery education

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

- further develop the planning for focussed activities to show how activities would be adapted for less able children and include challenge for older children.

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