

Mulbarton Kidzone

Inspection report for early years provision

Unique Reference Number	EY359018
Inspection date	29 April 2008
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Registered person	Mulbarton Kidzone
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Kidzone moved into its current premises and re-registered in 2007. The setting initially opened in 2002 and operates from a converted mobile building in Mulbarton in Norfolk. The setting is registered to care for a maximum of 18 children. The club is open during term time from 7.30 am until 9.00 am and again after school from 15:15 until 18:00 pm each weekday. In the school holidays the setting provides a play-scheme open from 08:00 am until 18:00 pm.

There are currently 25 children aged from four to fourteen years on roll. Children attend the setting for a variety of sessions throughout the week. The setting welcomes children who have learning difficulties and/or disabilities or English as an additional language.

The setting employs six members of staff. Two staff are qualified to level 3 in early years and one staff member is qualified to level 2. The other three staff are experienced in working with children and await up to date childcare training. The setting receives support from the local authority advisory service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children attend a well-maintained, clean and welcoming setting. Good standards of hygiene are consistently maintained to protect all children in the club's care from cross-infection risks. Children cleanse their hands with anti-bacterial gel before eating and after using the toilet because they understand, through clear explanations from the staff, that this reduces the risk of catching germs that may make them ill. Children are well taken care of if they have an accident or become unwell. The setting's staff maintain their first aid kit and hold current first aid training certificates. However entries in the accident book are not entirely up to date which could compromise children's welfare in the case of a serious injury. Children's health is supported further as the setting have the necessary written parental consents to administer medication and seek emergency medical advice if needed.

Children's growth is well promoted through the availability of a nutritious diet. Children are quick to consume beans on toast and fruit for tea and refresh themselves regularly with fresh drinking water which is easily available. The staff plan menus and undertake activities with the children about good foods for the body to develop their awareness about the importance of healthy eating. Children are involved in discussions about a new vegetable garden and have opportunities to learn about food origins. The setting discusses food requirements with parents to ensure children's individual dietary needs are met.

Children are developing a positive attitude to exercise as they take part in regular physical activities. They enjoy opportunities after school to run freely outside in the fresh air and comment on the fact they are 'puffed out', showing their understanding about the effects of exercise on their bodies. Adventure equipment outside is well used by the children to develop their large muscle tone. They competently climb, crawl, swing and balance being keen to show staff their accomplishments. Children demonstrate good hand and eye co-ordination. They use small tools such as scissors and pencils with confidence. Dance classes and other sporting activities are attended by the children from the club which promotes additional opportunities for the children to enjoy exercise and develop their physical skills.

Children's sense of well-being is positively supported. Children relax on the soft furnishings in a small cosy area after school or physical activity to recuperate when needed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety is generally given positive consideration. They are well supervised by the staff at all times and equipment is checked regularly to ensure it is clean and safe. Risk assessments have been conducted of the indoor premises and equipment to reduce the risk of accidents to the children in these areas. However the outside play area contains hazardous nettles which present a stinging risk for the children. Registers accurately record children's, staff's and visitors' attendance and relevant insurance is held. Fire-fighting equipment is present and staff have identified how to evacuate the building if needed. However the fire drills are not carried out periodically, with the last recorded entry being November 2007. This could endanger children who may not be sufficiently up to date and familiar with emergency escape plans. The front door is consistently locked to ensure children's security and they are not released to anyone without parents' permission. The setting are clear about how they would respond if a child is

lost however, procedures for uncollected children are out of date and this could compromise staff and children's safety. Sound arrangements are in place to collect children under eight years of age from the school and walk them to the after school club.

Children are well supported in taking safe risks to promote their confidence and they are learning about safety for future independence. Children use sharp tools for craft and are reminded about carrying scissors appropriately to protect themselves. Children comment on why it is important to wear seat belts in cars when travelling and explain why they 'hold on tightly' when playing on the adventure equipment to avoid falling.

Children have easy and safe access to a selection of toys and play resources that are stimulating and easily available, encouraging them to settle quickly. Furniture, toys and equipment are well maintained, sufficient in quantity and suitable for meeting the children's needs at the club. Staff warmly greet the children on arrival and they show a strong sense of belonging. Children are familiar with the layout and know where to find toys and fetch their coats when they wish to go outside to play.

Children's welfare and protection is given generally appropriate consideration. The setting has undertaken training and has an understanding about what to do if they are concerned about a child in their care. Children are not left unattended and the setting has written child protection policies to discuss with parents to further support the children's well-being. Details of whom to contact are up to date to ensure the setting can efficiently access support in an emergency for a child if needed. However procedures for responding to allegations against adults at the setting are not entirely up to date and this could lead to children being less well protected.

Helping children achieve well and enjoy what they do

The provision is good.

All children are happy, confident and self-assured in this supportive, caring setting. Staff are attentive, kind and friendly in their approach towards the children and offer a reassuring cuddle when needed. Children enthusiastically join in playing alongside staff as they share a fun game of 'guess' and draw on the wipe board and consider how to undertake complex homework together. Children's communication skills are actively encouraged. Older children talk readily about their day to staff and describe their favourite games. Younger children are very capable of communicating their needs and staff are quick to support and listen to children who need extra time and attention after a day at school.

Children eagerly join in with self-initiated and planned activities that encourage their capabilities and development. The staff have a developing understanding about the National Standards in relation to children enjoying and achieving and use this knowledge to plan a variety of

age-appropriate experiences for the children based on their interests. Accessible paper trays are well utilised by the children who independently help themselves and spend long periods drawing, stencilling and making letters to send to friends demonstrating their writing skills. Children are confident in their use of technology. All ages competently set up and operate the PlayStations with hand sets and computers are utilised for games and homework. A recently planted sensory garden is well cared for by children who are keen to water the plants and develop their knowledge about the natural world. Children's senses are stimulated as they enjoy the feel of bark when taking rubbings and make models with dough.

On other occasions, children enjoy a variety of art and craft activities to foster their creative skills. They make their own chicken models for Easter and decorate their display boards with a range of materials. Self-pride is evident when children show their favourite pictures to visitors. Halloween and Christmas celebrations provide an opportunity for children to show their imagination and enjoy music. They dress up, dance, decide what games to play and have pretend and real parties. Older children show their flair for design. They utilise a range of construction equipment provided to build complex models and make mats to take home from craft beads. Children enjoy cooking crispy cakes and develop their scientific knowledge. They notice changes such as chocolate melting when it is heated and solidifying again when cooled, talking about these processes with staff to consolidate their thoughts and findings. The wipe board is well used for drawing and younger children demonstrate their number skills as they count the children and record the number on the board on arrival. Children have easy access to books and they handle them well. Social skills are well developed within the setting and children are kind to others. Older children willingly hold younger children's hands to guide them to the toilet facilities and are quick to offer a friendly word to a briefly upset friend.

Children play an active part in steering the course of their time at the club. Whilst some activities are planned in advance to ensure children have varied experiences, the setting follows their particular interests on a day to day basis. Younger children have the time to freely explore activities, but also sit alongside older children and enjoy more social activities. Children's well-being and development is further supported as the setting keeps parents informed about daily activities through discussion and letters.

Helping children make a positive contribution

The provision is satisfactory.

All children are made welcome and the setting ensures they are valued as individuals. Children's medical needs are recorded to enable staff to provide appropriately for their individual care. Boys and girls and children of all ages are included in the full range of activities. Staff get down to the children's level physically when talking with them, listening well and ensuring they feel respected. Whilst the setting does not have any children present with any learning difficulties and/or disabilities they have a clear policy which guides them to ensure parents and individuals specific needs are appropriately met.

Children have some opportunities to develop their awareness about their immediate community and the setting works well with parents and the attached schools. However, the setting does not actively promote equality within the children's resources, activities and facilities available. This limits children's development and understanding about the wider world and inclusion.

Children behave well and staff are good role models as they are courteous and polite towards the children. The staff praise children frequently when presenting positive behaviour so that they understand what is expected of them. All children are well supported to quickly resolve disputes and they learn right from wrong through the clear explanations that they are given when the staff ask them to change their behaviour. The setting have a clear idea about how to respond to bullying and use this to guide older children to consider other's perspectives.

Partnership with parents and carers is sound. Children's care and well-being is appropriately supported through the positive relationships established with parents. Parents are welcomed and staff make time to talk with them on arrival about their children's day. Parents have an accessible information brochure to explain the routines and policies to which the setting operates. The setting displays their registration certificate and are clear about how they would

respond to any parental complaints. However not all information held about complaints contains full contact details of the regulator and not all parents are clear about whom to contact if concerns cannot be resolved at the setting. This could compromise children's well-being. Parents talk positively about the setting and their children's care. They comment on the fact that their children 'love attending', 'take part in great activities', the staff's warmth towards the children and themselves, the 'flexibility' regarding session times and the active promotion of healthy eating.

Organisation

The organisation is satisfactory.

Children's care is generally well supported as the setting is appropriately organised. Staff are enthusiastic and capable, continuing to undertake additional training to update their skills to level 3 and improve the quality of the care for the children. Most staff are trained in first aid and have an awareness regarding food hygiene standards.

The club's building is welcoming to children and families. It is in sound repair, well decorated, has appropriate ventilation and blinds are in place to screen the windows in hot weather. This is largely due to the strong commitment demonstrated by the committee chair and staff. As a result children 'love attending' their 'own club'. The layout of the main playroom ensures adequate space for a range of activities to meet the children's general needs. They have a quiet area to relax, outside and inside space to be active and inside areas to play table games, take part in messy activities and eat in comfort.

Older children's confidence and skills in making decisions are well supported through effective organisation of equipment in accessible low-level storage units. However, opportunities are missed to meet the older children's developmental needs for independence and self-reliance. Toilets are not easily and safely accessible for independent use and the children cannot help prepare and serve tea due to the constraints of time and organisation of facilities. High ratios of staff working directly with the children ensure they are effectively supervised for safety during their attendance at the club.

The committee chair and staff are guided by clear aims that help them provide a stimulating environment in which children are well cared for and happy. They are effectively utilising local advisors to continue developing and improving the service on offer to the children and families. A range of records are in place to guide staff as to operational issues, to reassure parents and support the children in most areas. However uncollected children, child protection, accident and complaints procedures and records are not entirely up to date which could compromise children's well-being. Overall children's needs are met.

Improvements since the last inspection

This is the settings first inspection under this new registration.

Complaints since the last inspection

Since registration 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 satisfactory. 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):

- complete fire drills periodically and with sufficient frequency to ensure all children are familiar with evacuation routines and minimise hazardous nettles in the outdoor play area
- improve the promotion of equality within resources, activities and the facilities available
- further support children's developmental needs to be independent and self-reliant by improving the organisation and accessibility of toilet and tea facilities
- further promote the welfare and safety of the children by updating procedures and records for accidents, allegations against adults at the club, uncollected children and complaints.

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