

Kid-Zone Longton

Inspection report for early years provision

Unique Reference Number EY356805

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Inspector Chris Scully

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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?

Kid-Zone Longton registered in 2007. It is one of four settings owned and managed by a private provider. The setting operates from Longton Lane C.P. School in Rainhill. The setting has use of the Library, reading bay, school hall and outdoor play areas. The setting operates Monday to Friday during term time from 08.00 till 09.00 and from 15.00 till 18.00. Children share access to an enclosed outdoor play area. The setting is registered for a maximum of 24 children.

There are currently 16 children aged under eight years on roll. The setting also provides care for children up to the age of 11 years. Children attending are predominately pupils attending the school. The setting is able to support children with learning difficulties or disabilities.

There are two staff employed to work with the children. All staff hold appropriate early years qualifications. The setting receives support from Knowsley Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a generally clean environment. They understand the need for good hygiene practices, although they do not always wash their hands before snack time. All children confidently attend to their own personal needs. Children's health is promoted by the comprehensive sick child policy, which is understood and effectively implemented by staff. This means staff are able to identify if a child is unwell and take appropriate action. Staff are trained in first aid and are able to respond quickly and effectively to accidents or incidents. Staff are attentive to the individual medical needs of the children and ensure they are supervised when taking medication, such as inhalers.

Children have ample opportunities to explore their physical skills through a range of activities, such as taking part in organised games outdoors and confidently using a range of sports equipment. Staff are attentive to the children's needs when playing outdoors in hot weather. Staff ensure they have plenty of drinks in order to keep themselves refreshed and bring children indoors for cooling down periods. Thus, ensuring their health and well-being.

Children enjoy a mainly healthy and nutritious range of snacks and breakfast options. Children's individual dietary needs are known and are carefully considered after consultation with the parents. Staff are aware that some children have food intolerances; they take appropriate steps to ensure they are not exposed to foods that may trigger a reaction. Children are encouraged to help to prepare their snacks, which enhances their social and life skills. Staff encourage children to try new foods, such as baked potatoes with various fillings. All children have independent access to fresh drinking water and fruit juices through out the session.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The room is welcoming to children, with some activities set up before children arrive. On arrival children are keen to become engaged in play and to self select additional play activities. Children are very confident in their surroundings. However, the introduction of additional equipment, such as the yellow lorry, additional tables and musical equipment impacts upon the children's freedom of movement around the room. Children have access to a suitable and safe range of toys and resources, which actively engage their interest. There are some resources, which depict diversity.

Risks assessments are in place, which means risks have been identified and minimised. Children safety is supported by the daily visual checks carried out by staff; however, there are no systems for recording any concerns on a daily basis, such as additional equipment in the room. Effective systems are in place for collecting children from school, which ensures their safety. Children are only released into the care of named adults, this means children are protected. Fire evacuation procedures are practised on a regular basis to ensure children know what to do in an emergency.

Children are protected from harm as staff have a clear understanding of child protection issues. Most staff have undertaken child protection training to further enhance their knowledge and understanding. This is supported by the comprehensive child protection policy, which clearly identifies the action staff must take in order to protect children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enjoy their time at the setting. Staff build good relationships with the children that enable them to feel safe, secure and happy in their care. Children confidently engage in friendly banter with staff and visitors. They play well with their peers and enjoy each others company. Older children are supportive of younger children, they provide advice and support especially when completing levels on the games consoles, advising them where to go next and what hazards to avoid. Children are very keen to attend, one child rushes in before football practice to remind staff to save them an ice lolly, as they will be here later.

Children are engaged in a range of self chosen, fun, play opportunities. They are keen to tell visitors about their favourite activities, such as drawing and playing with the character dolls. Plans are created for each week and children are consulted on the toys and activities they would like to do. This means children have a strong sense of belonging. Plans are flexible, this means they effectively meet the needs of the children at each session, for example, children are extremely keen to play out tonight due to the warm weather. Children are creative many enjoy participating in craft activities making windmills and modifying their designs by adding boxes for the windmills to stand in. Children are keen to examine the cress heads they made out of egg shells and cress seeds. They compare the growth of the cress and notice the changes of direction the cress is taking. Staff explain that they are growing towards the sun.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the setting and have equal access to all activities and experiences. Children show respect for one another as they take turns with resources. Although, on occasions the boys monopolise the games consoles. This does not promote equality. Staff obtain information from the parents, which enable them to provide suitable care for the children. Children learn about their community and the wider world through planned activities, festivals and access to a variety of resources. Children are keen to tell visitors about the egg hunts and parties they had for Christmas and Chinese New Year. Children show respect for others as they generally listen well to what they have to say.

Children are generally well behaved. They have devised the club rules and created a poster depicting these. This is prominently displayed within the entrance hall and referred to by staff in discussions with the children. This enables the children to feel a sense of belonging and ownership of the setting. Children are confident to tell others that what they are doing is unacceptable, for example, not sharing. Staff are consistent in their approach to managing children's behaviour which enables children to know what is expected of them. Appropriate systems are in place for supporting children with learning difficulties or disabilities.

Staff build a positive relationship with parents and carers. Most consents are in place, which means children are cared for in line with their parent's wishes. Parents are kept informed of the activities provided through verbal discussions with the staff and notice boards within the entrance hall. Information is exchanged on a daily basis to keep parents informed about their child's time at the setting. One parent arrived early and decides to go home as their child is not ready to go home yet. Other children sigh as their parents arrive to collect them as they are interrupting their play.

Organisation

The organisation is satisfactory.

Children are cared for by a qualified staff team. Staff are suitably vetted and inducted, however, the induction procedure does not demonstrate that child protection is covered. Also records relating to support staff are not held on this site. Staff have a sound understanding of their roles and responsibilities, which is supported by regular team meetings. Staff have good opportunities to extend their knowledge and skills through attending training courses. This means they are able to enhance the children's safety, well-being and enjoyment at the setting.

Detailed policies and procedures which support the children's health, safety and well-being are in place. These are understood and are suitably implemented by staff. Children details are appropriately stored, however, these were not initially readily accessible due to a missing key. Records, such as registers are maintained, although confidentiality is not always maintained within the accident record. Clear systems are in place should parents have a concern about the setting. Consents are in place, which means children are cared for in line with their parent's wishes.

Overall the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

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, which parents 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):

- formalise the daily checklists and organisation of the room to enhance the children's safety
- ensure all staff records are available, maintain confidentiality within the records and ensure child protection is included in the induction system.

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