

# Kidzone - Rudheath

Inspection report for early years provision

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<b>Unique reference number</b>	EY358819
<b>Inspection date</b>	09/03/2009
<b>Inspector</b>	Sylvia Cornock

<b>Setting address</b>	Rudheath Community Primary School, Gadbrook Road, Rudheath, Northwich, Cheshire, CW9 7JL
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<b>Type of setting</b>	Childcare on non-domestic premises
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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Kidzone Out of school was registered 2007. It is privately owned and the provider also operates a local pre-school. The provision operates from Rudheath Primary School, Northwich, Cheshire. Children are cared for in the main hall, dining hall and a quiet room. There is a secure area available for outdoor play.

A maximum of 24 children aged three to eight years may attend the setting at any one time. The setting is open five days a week from 08.00 to 08.50 and 15.15 to 18.00 during term time and 08.00 to 18.00 in the school holidays. Children attend from the local community and surrounding areas.

There are currently children on roll aged from three to eight years. Of these, four are within the Early Years Foundation Stage (EYFS). This provision is registered by Ofsted on the compulsory and voluntary parts of the Childcare Register. The setting supports children with learning difficulties.

The setting employs eight members of staff, of these six staff including the manager are qualified to level three in early years and one is qualified to level two. The setting receives support from the local authority early years advisory team.

## **Overall effectiveness of the early years provision**

The provider meets all requirements of the Early Years Foundation Stage. Overall the quality of the provision is good. Children are happy and look forward to attending. Staff work well together, know the children well and are good role models supported well by leadership and management. All committed to ongoing training to support their existing knowledge for improvement. Management identify clear goals and demonstrate a very strong commitment towards achieving continual improvement. Self-evaluation systems have been implemented and are updated as progress in their achievements are made. The areas for improvement from their last inspection have been addressed as all staff hold an appropriate child care and first aid qualification. They have introduced a system which ensures that parents give written prior permission for the administration of medication. They are aware that staff's knowledge of some areas of child protection are areas for improvement.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- ensure that all staff have a knowledge and understanding of the procedures in the event of an allegation being made against them or others - child protection.

## **The leadership and management of the early years provision**

Effective vetting procedures are in place to ensure all adults working with children are suitable. Management have identified the training needs of staff through appraisals and staff meetings. All of the required policies are in place to safeguard and ensure the welfare of all children. A written safeguarding policy is available for parents. However, staff are not clear on the procedure in the event of an allegation being made against a member of staff or others whilst the child is in their care. Risk assessments completed ensure that the premises both indoors and outdoors are safe and free from hazards and are undertaken for all outings which normally take place during the school holidays. Children freely move around in the available space in safety.

Links have been established with the school and other relevant agencies to ensure continuity of care and education for children. The management, along with all staffs input completed a self-evaluation form to identify any gaps in the provision. Some of those have been instigated and the self-evaluation is updated on a regular basis. Management also seek guidance from the local authority regarding areas for improvement and evaluating the service offered by the out of school. Management and staff have developed a system for recording observations and assessment for children attending in the EYFS. Most staff hold an appropriate child care qualification and continually attend training in order to further develop their existing skills. They have introduced a key person system and this ensures that consistent staff work with the children to support continuity of care and learning for children.

Parents comment on their appreciation of the staffs commitment in providing a safe and caring provision for their children. They receive information about the setting and staff work closely with parents and carers to ensure that children's needs are effectively met. Parents find staff approachable as they exchange daily information about their children's welfare. The setting has very good relationships with the school as staff and teachers work very closely together sharing information about the individual children's progress and learning.

## **The quality and standards of the early years provision**

Management and staff have a good knowledge and understanding of the underlying principles of effective early years practice. Staff have devised a system for identifying starting points through discussions with teachers, effective assessment procedures and monitoring to record children's progress and individual learning. These are used effectively to plan for the next steps in children's individual learning. Observations are used along with children's ideas and interests to plan activities for the following week and focus activities are evaluated to continually improve practice.

Children develop a strong sense of belonging within the provision. Examples of their work, photographs and posters are displayed to create an inviting and stimulating environment. A balanced range of suitable resources are available for

children across the age ranges. They are organised to promote children's independent learning, for example, toys and equipment are freely accessible to them as they select items from the store cupboard. All children confidently help themselves to items readily prepared before their arrival, these have been selected by them and written on the planning sheet. They adore the construction kits as they design houses from Lego or build a park using excellent imagination when building slides and other play equipment. They are able to choose a book to look at in the quiet area. The organisation of continuous provision within the play areas both indoors and in the outdoor play area promotes a free flow of activities between the two environments.

Children enjoy daily outdoor activities including ball games and free play. This promotes their health and extends their physical skills. All children are able to access the lap-top using their IT skills well, they enjoy using other electronic equipment and can relax watching a DVD or video of their choice. They can listen to music or use the dance mat for enjoyment. A good balance of adult directed and child led activities are provided. Children are offered interesting challenges to extend their experiences with time to explore, practise and apply their learning. Language and communication skills are developed as children share. Letter sounds and word patterns are regularly reinforced in daily activities and signs, pictures and symbols are used to enhance children's language.

Children share warm relationships with staff, they happily share, take turns, play together cooperatively and are considerate towards adults and each other. The setting has total regard to inclusion and children's individual needs. Children show good concern as they help and care for others who have additional needs, they are polite and well-behaved. Staff are caring, supportive and very good role models as they help children to consider and value diversity. They have access to a good range of resources, play opportunities and activities which reflect diversity and acknowledge cultural differences. They plan an international day one day each week where they taste food from around the world.

Children's safety is given a high priority with areas checked on a daily basis to identify potential hazards and risks. Children are encouraged to understand and respect boundaries as they are involved in the writing of the rules. They know how to stay safe both within the environment and when on outings during the holiday period. Children are encouraged to consider and recognise potential risks and dangers as they start to accept responsibility for their own safety. The promotion of a healthy lifestyle is given a high priority throughout the setting. Good hygiene practices are actively promoted and incorporated into the daily routines to encourage children to care for themselves. Snacks are well balanced, nutritious and freshly cooked on the premises each day. Menus are displayed for parents to view and all dietary requirements are appropriately met. Snack times are relaxed, social occasions which children clearly enjoy. Independence skills are actively promoted when children help themselves to snacks and drinks.

The effective partnership with parents, carers, teachers and others creates an inclusive environment where children are fully safeguarded and their welfare requirements are well met. The promotion of a healthy lifestyle through good healthy food and opportunities for fresh air and physical activities.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

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

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.