

Kyzone Kids

Inspection report for early years provision

Unique reference number	251546
Inspection date	03/03/2009
Inspector	Moira Oliver
Setting address	2 Newnham Avenue, Woodbridge, Suffolk, IP12 4EN
Telephone number	01394 610114
Email	
Type of setting	Childcare on non-domestic premises

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).

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

Kyzone Kids opened in 1974. It operates from a portacabin building consisting of one main playroom with adjoining kitchen and cloakroom areas. The portacabin is situated adjacent to a primary school grounds, in the market town of Woodbridge and serves the local community. The pre-school opens five days a week during school term times. Sessions are from 09.15 until 11.45 Monday to Friday. The group also run a breakfast club, an after school club and a holiday playscheme from the same premises. The breakfast club runs from 07.30 until 9.00 and after school from 15.15 until 18.00. During holidays the opening times are 08.00 until 18.00. The children have access to a secure enclosed outdoor play area and garden and there is a ramp to access the premises.

A maximum of 24 children can attend the setting at any one time and there are currently 23 children from two to four years on roll in the pre-school and 40 on roll for the out of school care, of whom, four are in the early years age group. The setting is registered on the Early Years Register, the voluntary and compulsory parts of the Childcare Register and receives funding for nursery education. The provision supports children with learning difficulties and/or disabilities.

The pre-school employs four staff to work with the children. All the staff have recognised early years qualifications. The out of school care employs five staff to work with the children, four of whom are qualified in childcare and one is in the process of transition to a playwork qualification. They receive support from the support teachers in the local authority and from the Pre-School Learning Alliance. The setting works closely with the local school.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are supported to make good progress in their learning and development and are generally confident, independent and happy. Staff work exceptionally well with parents ensuring they are fully involved in their child's learning within the setting. Links with the local school and other agencies ensure that all adults work in partnership to meet the children's individual needs. The children are safe, secure and experience a wide range of play opportunities and activities. The managers and staff highly value the process of self-evaluation and continually strive to improve their good practice further.

What steps need to be taken to improve provision further?

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

- develop more appropriate strategies to support children to manage their own behaviour effectively
- review the organisation of story time to ensure every child receives an enjoyable and challenging learning experience that takes into account their

- age and stage of development
- implement plans to develop and extend children's learning experiences in the outdoor areas.

The leadership and management of the early years provision

Children benefit from the management and staff who work very well as a team and are extremely dedicated and committed to providing the very best they can for the children. They continually strive for improvement, working closely with support teachers and other agencies to improve their practice further. For example, staff appraisals take place to identify interests, skills and areas for development to increase their knowledge and expertise. Staff are qualified and experienced in childcare, have a good understanding of the Early Years Foundation Stage (EYFS) and how children learn. They build close links with the local school and are working towards further improvements to ensure that the children's transition into school is as smooth as possible. Future plans are in place for a new building and staff are keen to develop their outdoor area to provide additional learning experiences. However, they are waiting for the new building and outdoor area. They are not making the best use of the garden area they have at present, limiting children's outdoor play experiences.

Partnerships with parents are very good. Parents are involved from the start in their child's learning at the pre-school. They share the completing of records with the staff in the form of 'Learning Journeys' which the parents take home on a weekly basis. Parents have many opportunities to discuss their child's interests and achievements with their child's key person. They are very happy with the provision and state that their children are happy to attend and enjoy their time there.

The good practice is underpinned by the clearly written policies and procedures, which are shared well with parents, staff and volunteers. Policies are working documents that are updated regularly to ensure they reflect best practice. Risk assessments are carried out daily and equipment is checked to ensure it is in good repair, any items needing maintenance are made safe, inaccessible to the children and repaired promptly. Children are effectively safeguarded from harm and neglect by staff who have a good understanding of child protection issues and are confident to put procedures into practice where necessary.

The quality and standards of the early years provision

Children are happy, relaxed and confident in the stimulating, child-centred environment. They build close relationships with the staff and especially their key person, which enables them to settle well. Children confidently separate from their parents and choose their activity from the wide range of resources available. The learning environment is carefully planned and prepared to ensure a good balance of experiences in all areas of learning and for the majority of the session, children are able to make choices and confidently select resources from the low-level storage. However, staff expectations of the very young children to sit in a group for a story are not realistic. Therefore, not all children are receiving a positive

learning experience during this time.

Children are provided with many opportunities to develop their independence including managing their own snack, pouring their drinks, selecting plates and clearing them away afterwards. They are becoming skilled communicators, chatting to the staff and their peers. Staff support them well using gestures to help with understanding and giving their time and attention to really listen to the children. Mathematical language is used in the children's play and they have many opportunities to match and categorise during routine tasks such as tidying up the toys. They use technology well, learning how to control the mouse and keyboard on the computer. Children show an interest in how things work as they press the trigger on the toy drill and are fascinated as they watch the drill bit turn around. Children's physical skills are developing well as they use the outdoor equipment. They balance, climb, crawl, jump and throw as well as scooting and pedalling on the ride-on toys. Children express themselves through a wide range of creative media such as boxes, collage, paint, glue and a range of mark-making and printing resources. Their work is individual as they experiment with different textures to make their models and pictures.

Systems for observing, assessing and planning for children's learning and development are a key strength of the group. Observations are recorded daily and used to inform the planning for each child's next step in their learning. Effective systems are in place to support children with learning difficulties and/or disabilities to ensure they are fully included in the setting. Staff work closely with parents, the school and inclusion support staff from the local authority to plan appropriate and meaningful learning experiences.

Children learn to treat each other with respect and comfort others when they are upset, involving them in their play and sharing resources. However, staff do not always use appropriate strategies to encourage and support children to manage their behaviour effectively. Some strategies used value compliance and do not provide children with sufficient explanations to enable them to understand and make better choices of behaviour.

Children's welfare is promoted, they are safe, happy and the premises are secure ensuring children cannot leave unsupervised. They learn to keep themselves healthy through discussions and daily routines such as snack time where they are provided with a range of fruit, vegetables and are encouraged to try a variety of textures and tastes.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	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?	3
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

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

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.