

Zone 4 Kids

Inspection report for early years provision

Unique reference number

EY277713

Inspection date

27/02/2009

Inspector

Marian Thomas

Setting address

Whitley Lodge First School, Claremont Road, Whitley Bay,
Tyne & Wear, NE26 3TX

Telephone number

0191 2581662

Email

sm@tynemouthnursery.com

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 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

Zone 4 Kids is a childcare provision that has been registered since 2004. It is privately owned and is part of a group of settings. The premises are purpose built and are accessible to wheelchair users. They are based in the grounds of Whitley Lodge First School in Whitley Bay, Tyne and Wear and serve both the local community and surrounding areas. A maximum of 51 children aged two to eight years may attend the setting at any one time. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language. The provision is open Monday to Friday between 07.45 and 18.00 in both term and holiday time. A variety of care is available from sessional to full day care.

There are currently 140 children on roll of these 35 are under eight years and of these 16 are within the Early Years Foundation Stage (EYFS). The setting is in receipt of funding for nursery education. The setting also offers care to children aged eight years to 11 years. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are four full time members of staff all of whom have relevant childcare qualifications.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Zone 4 Kids is a good provision, which recognises the unique needs of each of the children who attend. Because of this, including every child is a priority and this is reflected in the way in which all children's learning and development needs are met. This is further supported as the setting is beginning to make some links with other settings providing for children in the Early Years Foundation Stage. The setting is highly regarded by parents who say it is a very safe and happy place to which their children enjoy coming. The setting uses self-evaluation and review procedures very well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- ensure the policies and procedures required for the safe and efficient management of the setting are well maintained so that staff may follow them when needed
- develop links with all other settings providing for children in the Early Years Foundation Stage to ensure a complementary curriculum and continuity of learning and care.

The leadership and management of the early years provision

The management of the setting of this setting is good. The staff and on site manager are very aware of the strengths and areas for development of this setting. Improvements have been made since the last inspection and the outside garden area is now safe and accessible. The setting works hard to recruit and retain high quality staff. Because of this, children's learning, development and behaviour is good. The happy atmosphere promoted by staff is well recognised by parents who feel their children enjoy coming to the provision and are well cared for. Parents feel that their views are valued by the setting and are taken into account when evaluating their performance and planning for the future. The setting works well with the school, in whose grounds it resides, on an informal basis ensuring information on individual children is passed on. However, communication with the adjacent playgroup has not yet been established to ensure continuity of learning for children attending both settings. Currently, not all policies and procedures reflect the Early Years Foundation Stage requirements. Managers and staff are beginning to self-evaluate their provision but recognise they need to continue this process.

Good safeguarding procedures are in place which meet current legislation to ensure all risks are identified and assessed, particularly when children go on trips. All staff are well qualified and vetted and this enables the management to be sure that they are suitable to work with children.

The quality and standards of the early years provision

Children's learning and development is supported with a good range of age appropriate resources and equipment which help children make progress towards the early learning goals. For example, children freely choose from a variety of puzzles and manipulative toys; a range of differently sized construction materials and various types of messy play, such as paint and collage. The staff work very hard to ensure children really enjoy themselves when they come to the provision, and this is reflected in children's attitudes and comments. For example, children say 'I really like it here because I meet all my friends and we have great fun'.

All staff have calm and friendly attitudes and often join children in their play. This ensures positive relationships with all children. For example, when younger children show reluctance at leaving a parent they are very quickly led by staff to different play activities and helped to settle. Children show very positive attitudes to learning and all ages are very keen to join in the activities provided. Making their own choices helps them to develop good independence skills. Children behave very well in the calm and friendly atmosphere in this setting. A positive behaviour policy is in place, the rules of which were written by children attending the setting. Because of this, they are polite, take turns and are considerate towards each other. For example, during construction play children decided to put their models together to make a bigger, better one.

Active learning is well promoted within the setting through the diverse range of

activities. This helps the children in the setting to develop good learning skills which directly contribute to their future economic well-being. The importance of healthy eating is very well established and children are served with excellent well-balanced, home cooked food which they enjoy. They are aware of the importance of washing their hands before eating, to reduce the spread of infection. However, the toilet area is very cold. Children enthusiastically join in with active play outside and this helps to develop their physical fitness.

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?	2
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?	2

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?	1
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

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