

# Kid-Zone St Ann's

Inspection report for early years provision

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<b>Unique reference number</b>	EY361023
<b>Inspection date</b>	04/03/2009
<b>Inspector</b>	Graham Martin

<b>Setting address</b>	St. Anns C of E Primary School, View Road, Rainhill, PRESCOT, Merseyside, L35 0LQ
<b>Telephone number</b>	07867998070
<b>Email</b>	kidzone_ele@yahoo.co.uk
<b>Type of setting</b>	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).

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

Kid-Zone St Ann's registered in 2007. It is one of three settings owned and managed by an individual. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It operates from three rooms within St Ann's C of E Primary School in Rainhill, Prescot in Merseyside. A maximum of 32 children aged between two and eight years may attend the setting at any one time. The setting operates Monday to Friday during term time from 07.45 to 09.00 and 14.00 to 18.00. There are currently 32 children under eight years on roll. The setting also provides care for 19 children up to 11 years. Children attending the out of school provision are pupils at the school. The setting is able to provide care for children with learning difficulties and/or disabilities. The setting employs three members of staff plus two support staff. Of these, four hold appropriate early years qualifications. The setting receives support from Sure Start.

## Overall effectiveness of the early years provision

Overall, the quality of provision is satisfactory. Some features of the provision are good, such as how well staff ensure inclusive practice and the leadership's capacity for continuous improvement. The setting works well towards meeting its stated aims for children to, 'play nicely, speak nicely, look after toys, games and equipment, have fun and be safe'. There is satisfactory provision for children's learning and development, and staff work well with the school's early years team as they begin to improve learning opportunities and resources for the youngest children. Leaders acknowledge that self-evaluation is at an early stage of development, as are systems for assessing and recording children's learning. Practitioners care well for children in a welcoming, warm and safe environment, although records show that fire drills are infrequent.

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

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

- ensure the provision of a wider range of learning activities to meet the needs and interests of the youngest children
- ensure the full implementation of systems for assessing and recording children's learning
- ensure the effective use of self-evaluation to bring about self-improvement.

To fully meet the specific requirements of the EYFS, the registered person must:

- carry out fire drills more frequently (Suitable premises, environment and equipment) (also applies to both parts of the Childcare register).

04/04/2009

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

There is effective leadership and management. The manager's clear vision to deliver good quality care for every child also identifies ways to develop better provision for early learning. Staff work well together to support this drive for improvement. Updated policies, procedures and risk assessments are in place. Strong quality of care results from the good progress made on the recommendations from the last inspection. All adults have appropriate qualifications and undergo ongoing training.

The setting aims to make self-evaluation more effective and to involve other partners to a greater degree. A good start has been made, such as engaging with teachers from the school's early years team to assist with learning programmes and assessment. There is a commitment to enable all children to make good progress through devising ways of recording children's learning but these are not yet fully in place. Approachable staff share information with parents about their child through daily discussion and establish a friendly partnership. Parents understand the setting's aims, key policies and procedures. Each child has a designated 'key person'. Good communication helps staff care well for the children. For example, staff gather appropriate information about children's routines and health issues in order to meet their care needs.

Staff understand and consistently implement the setting's policies and procedures. Calm management of children's behaviour promotes a friendly atmosphere. There is much positive interaction between staff and children. Adults promote children's safety well with clear routines. For instance, they escort children safely to class in small, supervised groups. There are effective hygiene procedures and support for children who are ill. Systems to safeguard children and to establish the suitability of staff at the time of appointment meet current requirements. Staff understand their responsibilities for child protection.

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

Children make satisfactory progress through the learning and development requirements of the Early Years Foundation Stage. Staff have a suitable understanding of the learning requirements and link appropriate activities to different areas of learning. The well organised learning environment promotes children's enjoyment and engages them in play. Good, verbal interactions promote children's speaking and listening skills well. Staff support children effectively during play, as, for example, they use open ended questions to encourage children's thinking and learning. Children enjoy mark-making and develop good pencil control. They enjoy creative activities such as making up games. Children develop a sense of time through routines and discussions. They learn to behave, work and play together well, particularly through cooperative group games. These practices, along with good promotion of independence, ensure children transfer their skills into school classes.

Appropriate planning systems provide a variety of activities for children to enjoy.

Staff are beginning to use the systems effectively to meet the needs of individual children by focusing on their stage of learning and their next steps. Systems for recording children's learning and progress are developing in partnership with school staff but are at an early stage and not yet fully effective. Also, staff recognise gaps in the resources and provision for some aspects of early learning, such as number development.

Children feel comfortable, confident and secure here. They have good self-care skills and independence, for example, organising their own activities. Children develop their social and communication skills well as they chat during mealtimes and join others in play. They learn about the wider world through looking at different festivals and books that reflect social and cultural diversity. Children learn to develop healthy lifestyles as they enjoy nutritious snacks and drinks. They benefit from good opportunities for physical activity outside and in the wider school grounds. They also understand the importance of good hygiene routines.

## 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>	3
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>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<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?	3
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?	3

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.4) 04/04/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (CR5.4) 04/04/2009

## **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**

There have been no complaints made to Ofsted since the last inspection.

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.