

# Kids Zone, Cadbury Time Club

Inspection report for early years provision

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**Unique reference number** 511272  
**Inspection date** 28/04/2009  
**Inspector** Bernadina Laverty

**Setting address** The Baptist Church, 1250 Stratford Road Hall Green,  
Birmingham, West Midlands, B28 9HB

**Telephone number**

**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 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

Kids Zone, Cadbury Time Club is one of three out-of-school clubs run by the same provider. The club opened in September 2001. It operates from three rooms within a church hall. It is situated on the Stratford Road in Hall Green, Birmingham. There is an enclosed outdoor play space. The provision serves the local community and surrounding area. The whole of the building meets the requirements for disability access.

The provision is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 60 children under eight years may attend the provision at any one time. There are currently 61 children on roll, eight of whom are within the early years age group. The admissions policy allows children up to the age of 11 years to attend. Children attend for a variety of sessions. The provision supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The provision is open five days a week during school term times. Sessions are from 08.00 to 09.00 and 15.30 and 18.00 during term time only.

There are nine practitioners working with the children, all of whom hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are lively, enthusiastic and take an active part in the club where they have good opportunities to learn and develop within the Early Years Foundation Stage (EYFS). Practitioners have made a positive start in developing planning and assessment systems that reflect the EYFS. All children are included and welcome at the club, where their individuality and uniqueness is valued. Well-organised, mostly detailed documentation, including a risk assessment helps to promote children's welfare. Good links with parents, carers, local schools and multi-disciplinary professionals helps to foster collaborative working. Practitioners demonstrate a good commitment to developing ongoing evaluation of the setting in order to sustain future improvement.

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

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

- consolidate ongoing observational assessments of all children's achievements and interests and use these to provide relevant and motivating learning experiences for all children
- review the risk assessment with regard to security and other users on the premises.

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

Children enjoy attending this well-established club where they can play safely and socialise with their friends. Practitioners work well together as a team to provide a fun, learning experience for all children. Arrangements to safeguard children are good because practitioners keep up-to-date with new developments by attending training. Practitioners are fully aware of their duty to adhere to the club's safeguarding policy by recording and reporting child protection concerns. Children play in a safe environment because practitioners conduct daily safety checks and a risk assessment in order to prevent or minimise hazards to children. However, whilst practitioners are very vigilant, especially regarding security arrangements, the risk assessment lacks specific detail regarding the potential hazards posed when sharing a building with other users. Good recruitment and vetting procedures include suitability checks being requested and induction procedures for new practitioners. Effective systems are in place to ensure the efficient management of the club and all relevant documentation is in the process of being updated to reflect the EYFS.

The management committee and all practitioners share a commitment to quality care and understand their roles and responsibilities. Practitioners enjoy their work and most have been at the club since it opened. Practitioners have good opportunities to attend ongoing training including EYFS Welfare requirements and Inclusion training. Partnerships with parents and carers are valued and facilitated through good communication systems. Parent and carers speak highly of the club appreciating the care and learning opportunities offered to their children. Inclusion is prioritised as children's records include provision for ascertaining information relating to children's ethnic background and linguistic needs. Practitioners liaise with local schools to ensure children's individual needs are met and parents are welcome to help in the design of individual children's play plans. Continuous improvements are given good consideration by all practitioners who try and introduce innovative ways of obtaining feedback from children including the use of a daily diary.

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

Children make good progress at this friendly club. They arrive confidently, happy to socialise and meet up with their friends from different schools. Space and resources are well-organised and utilised to ensure variety for all children. Meaningful activities are planned including provision for outside instructors to teach dance, cycling proficiency and cartoon animation. Children direct their own play and choose how to spend their time whilst at the club. Planning and assessment documentation has recently been changed to incorporate the EYFS. However, these systems are yet to be consolidated and evaluated to ensure all areas of learning are sufficiently covered. Practitioners are aware of children's particular interests and needs and cater well for their individual personalities. Ongoing communication with parents and carers and children's schools, ensure information relating to children's progress and welfare is exchanged. Children learn about diversity issues through activities and resources that reflect positive images

of culture, gender and disability. A multi-lingual practitioner team helps to offer good support to children with English as an additional language. Children are considerate and behave very well considering the wide age range that attends the club. An incident recording system is used to record any unwelcome behaviour.

Children display good levels of confidence and openly say they enjoy attending the club and especially like the different activities. Children's birthdays are acknowledged, helping them to feel special as they are sang to by all the children and given a card. Children are articulate as they describe the routine of the club and what activities they enjoy doing, such as planting seeds or playing outside. Practitioners support children who enjoy writing activities by sounding out words that they need to spell. Numeracy and technology skills are encouraged as children confidently use a computer, navigating their way through different programs. Physical and creative activities are well promoted as children organise hockey and football games, giving each other instructions on how to play. Children enjoy taking part in art projects, such as making pencil pots using paper and tins. Children enjoy listening to music as they play and join in with familiar songs. They look forward to displaying their dance skills at the end of year disco.

Children's welfare is promoted as practitioners hold up-to-date first aid certificates. Accidents and illness are dealt with promptly and sensitively by practitioners. Good attention is given to ensure children stay safe and take responsibility for their own safety. For example, escort walkers are given a set route and ensure children use the green cross code to develop children's understanding of road safety. Children are encouraged to eat healthy snacks such as kiwi, carrots and pears. They drink plenty of fluids to keep hydrated. Children experience daily fresh air and exercise as they walk to and from school. Children make the most of playing outdoors as they play cooperatively with skipping games, taking turns and demonstrating skilful timing and jumping skills.

## 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?	2

### 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

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## **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