

Kidzone Out of School Club

Inspection report for early years provision

Unique reference number	301914
Inspection date	22/04/2009
Inspector	Clive Petts
Setting address	Stamfordham County First School, Stamfordham, Newcastle upon Tyne, Tyne and Wear, NE18 0NA
Telephone number	01661 886123
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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

Kidzone Out of School Club is a committee run setting first registered in 2000. It operates from the main hall and adjacent classroom within Stamfordham First School in Northumberland. There are no issues which hinder access to the facility. The club operates from 08.00 until 09.00 and 15.00 until 17.30 each week day during term time. On request, it operates between 08.30 and 17.00 during school holidays.

A maximum of 24 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight years to 11 years. There are currently 45 children on roll, of these 40 are under eight years and of these three are within the Early Years Foundation Stage (EYFS). One child is funded for nursery education. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary Childcare Register.

Three staff work directly with the children of whom two are appropriately qualified. This includes a paediatric first aid qualification.

Overall effectiveness of the early years provision

Overall the quality of provision is satisfactory. Children enjoy the warm, friendly atmosphere established by an attentive team of staff. Very good partnerships with the host school and parents strengthen the clubs ability to implement improvements. All children benefit from an adequate range of learning and play activities, although observation and assessment of learning is not systematically completed. The well-being of children is closely monitored with care taken to include all. However, the system for effectively monitoring the provision and outcomes is at an early stage of development.

What steps need to be taken to improve provision further?

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

- improve the systems to effectively monitor the provision and outcomes through regular quality checks and self-assessment, leading to clear identification of targets for further improvement
- ensure planning of activities contains a balance of challenging and enjoyable experience across all the areas of learning and development, especially during the breakfast session and outdoor play
- develop further systematic observations and assessments which monitor children's progress towards the early learning goals and identify next steps in learning.

The leadership and management of the early years provision

The staff work hard to ensure that the children feel safe, happy and confident. They are always on hand to share a worry or concern. The early morning 'meet and greet' by staff ensures a positive exchange of information with parents. No effort is spared to make sure all children are included in activities in a relaxed, friendly atmosphere. For example, children are encouraged to share their personal interests through their artwork. The manager displays a good overview of the strengths and weaknesses of this valued village resource. However, the systematic evaluation of the quality of outcomes for children, through regular quality checks and self-assessment, leading to clear identification of targets for further improvement is not yet established. Consequently, there is no firm basis to exploit all available resources to improve the quality of learning the setting can offer. For example, taking full advantage of the high quality outdoor environment. The manager is aware of this weakness and is planning to take advantage of the strong school partnership to put in place appropriate systems and practice. All the issues raised in the last inspection have been successfully tackled. The children make satisfactory progress developing their skills as a result of the good relationships they have with the staff. Their intimate knowledge of each child encourages purposeful activity, although the range of learning opportunities is sometimes limited. All of the required policies and practices are in place and meet current requirements.

The quality and standards of the early years provision

Children settle quickly into a happy family atmosphere when they arrive. In the morning they waste no time leaving their parents and joining their friends. They confidently join activities and clearly feel safe and secure. Older children are particularly considerate when playing with younger children. Children are encouraged to respect each other and clear boundaries ensure safe and sensible behaviour. The staff provide good interaction and support asking questions and challenging thinking. They ensure children's needs are met, for example, when preparing individual healthy snacks and drinks. Care is taken to ensure all children are engaged and involved, interests are developed and activity is purposeful. However, although staff check children's learning and play, systematic recording and assessment of children's progress is not fully in place. During the breakfast session there is not always a sufficient balance of challenging and enjoyable activity. For example, to develop their knowledge, quietly read, write or engage in problem solving. As a result, skills are not always consistently reinforced. Staff check children's learning to maintain a balance between outdoor and indoor activity. Yet when outdoors, activities are focussed mainly on physical activity and not all opportunities are taken to exploit the fascinating outdoor environment to extend their knowledge and understanding, such as, examining wildlife, growing plants or studying the seasons. Children are encouraged to think creatively and imaginatively whether constructing vehicles or drawing pictures of 'Bunnyrex', the rabbit crossed with a tyrannosaurus rex. Staff regularly check the children's learning and provide help and encouragement. Parents are kept well informed about their children's well-being though their learning progress is less well

reported. Staff positively promote the benefits of a healthy lifestyle and good hygiene habits, for example, reminding the children to wash their hands before eating a snack or after using the toilet. They are given an insight into other cultures and faiths by celebrating festivals, for example, the Chinese New Year. A satisfactory range of resources help provide children with an insight into life in the wider world.

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

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

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

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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