

# Kidzone Childcare Services 2001

Inspection report for early years provision

---

<b>Unique reference number</b>	259691
<b>Inspection date</b>	11/05/2009
<b>Inspector</b>	Lynn Lowery
<b>Setting address</b>	Park Lane School Site, WHITTLESEY, Peterborough, Cambridgeshire, PE7 1JB
<b>Telephone number</b>	01733 208612
<b>Email</b>	KIDZONE_WHITTLESEY@HOTMAIL.COM
<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 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

Kidzone Child Care Services opened in 2001 and operates from a mobile building in the grounds of Park Lane School, Whittlesey, Cambridgeshire. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 28 children on roll, two of whom are in the Early Years Foundation Stage. A maximum of 22 children aged from three to under 11 may attend the club at any one time.

The club is open each weekday throughout the year from 07.30-08.50 and from 15.15 to 18.00. During the school holidays it opens from 08.00 to 18.00. All children have access to an outside play area and the building and grounds are fully accessible to disabled children and adults.

Children attend from a variety of local schools and there is space for children from a wider area where transport can be arranged. The club supports children with learning difficulties and/or disabilities and those with English as an additional language. Currently none of the children who attend speak English as an additional language.

The club employs three suitably qualified members of staff to work with the children. The club is a member of the Cambridgeshire County Council's Network for Out of School Clubs.

## Overall effectiveness of the early years provision

Kidzone Out of School Club makes good provision for the children and they really enjoy their time there. It is popular with parents because it provides a safe, supportive and caring environment that meets the needs of children in the Early Years Foundation Stage well. A wide range of indoor and outdoor activities is provided and these make a good contribution to the children's personal, creative and physical development. There is an inclusive ethos and children with learning difficulties and/or disabilities receive good support. Staff evaluate provision regularly and this is ensuring there is good continuous improvement. There is a good capacity to continue this improvement.

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

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

- use the knowledge and skills gained on the Early Years Foundation Stage Course to improve the planning and assessment of activities for this age group.
- complete the self-evaluation of the setting and produce an action plan to address any areas requiring development.

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

Leadership and management are good and the club runs smoothly on a day-to-day basis. There are good links with parents who are well informed about activities and their children's progress. They are also included in regular 'family days' which are fun and much appreciated by the children and their parents. The manager, together with her staff, is working through the local authority's evaluation schedule for Early Years Foundation Stage providers and is identifying areas of strength and weakness, helping to ensure continuous improvement. Staff are committed to improvement and regularly attend courses in order to extend their skills and knowledge and ensure they are always up to date. For example, recent attendance at Early Years Foundation Stage training has enabled staff to improve their ability to observe and assess children's achievements. Safeguarding procedures meet statutory requirements. Risk assessments are regular and children are carefully supervised by staff, all of whom hold appropriate first aid qualifications. All the required policies and procedures are in place. The issues raised at the last inspection have been addressed. Children have access to a good range of well-maintained resources and a bright and stimulating environment.

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

An interesting range of activities ensures that children enjoy their learning and make sound progress towards achieving the goals expected for their age, particularly in terms of their personal, social and creative development. They mix well with children of different ages and are encouraged to develop independence and to show initiative. The older children behave well and are happy to help the younger children and involve them in their activities.

Planning indicates that, over the week, children have the opportunity to take part in activities that cover all six areas of learning required in the Early Years Foundation Stage. However, it does not yet ensure that the activities clearly show the outcomes expected for the youngest children and how they will be recorded. The manager realises that this is an area that needs further development, using the skills and knowledge she has acquired on recent training. The club encourages children to make their own choices, for example, there is a wide range of easily accessible materials, malleable dough and paints, available for children who want to draw and paint or make collages or models. Their work is displayed attractively around the room and some of it reflects their work on other cultures, for example their beautifully decorated Indian slippers. The children talk enthusiastically about their work and the food they tasted as part of their Chinese New Year celebrations.

Children choose their own items for breakfast and pour their own drinks and spread their toppings on their toast, tidying away responsibly afterwards. There is a strong emphasis on healthy eating and children have made pictures to put on the wall that show which foods are healthy. They know that they should drink lots of water and regularly help themselves from the water cooler in the room. Children also enjoy the opportunity to cook and they talk enthusiastically about their fund-raising as a result of a 'ready steady cook' competition. There is a strong emphasis

on hygiene and children wash their hands before eating and after visiting the toilet. Children have good opportunities to be safety conscious and recently enjoyed a visit from the fire service where they learned about keeping their homes safe from fires.

Children regularly use the computer, for example, to produce pictures using an art program. They also operate the television and DVD player. There are good opportunities to relax, sharing books with an adult or snuggling on a comfy chair to watch television or a DVD. Games such as 'hangman' help develop language skills.

Outside, children have access to a good range of wheeled toys and a trampoline. They are encouraged to play ball games, make dens and to run around and get lots of exercise. Indoors, they love playing snooker, air hockey and table football. The adults are fully involved in joining in with the children and in this way, ensure children develop a sense of fair play and learn to share and take turns.

There is a caring and supportive atmosphere and children clearly find the adults approachable and are keen to involve them in their activities. The youngest children have key workers who liaise with their families to ensure that their interests are taken into account when the weekly activities are planned. They also observe them and record their achievements in a folder that is illustrated with digital photographs showing them at work and play. The setting has introduced these recently and is keen to develop them further and to share them with the Reception class teachers in the primary schools.

## 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?	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?	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](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: Met

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