

# Kidzone@Sowerby

Inspection report for early years provision

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**Unique reference number** EY383566  
**Inspection date** 01/06/2009  
**Inspector** Linda Cook

**Setting address** Sowerby Cp School, Topcliffe Road, Sowerby, Thirsk, North  
Yorkshire, YO7 1RX  
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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).

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@Sowerby was registered in 2008. The facility is privately owned and provides out of school care. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There currently 45 children on roll 5 of whom are in the early years age group.

The provision operates from a portable building in the grounds of Sowerby School. They are registered for a maximum of 20 children when in the building and 36 when also using the rainbow room in school. They are open for before and after school care during term time and offer holiday care when there is sufficient demand. Two staff, two regular volunteer's plus the owner work directly with the children.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Staff know the individual children well and promote most aspects of children's welfare and learning effectively. It is a lively and enjoyable place, where children learn and play happily together. The club promotes good progress in children's personal development and satisfactory progress in all aspects of their learning in an inclusive environment. Relationships between children and staff are positive and staff provide a good balance of learning and leisure activities. As a result children are happy and actively engaged during the time they spend at the out of school club.

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

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

- introduce systems to observe and assess children's progress from their starting points and to plan for individual next steps in learning which take account of children's interests and involves parents
- introduce a formal system of self-assessment which identifies strengths and areas for development which are targeted and prioritised to improve outcomes for children
- ensure all required documentation and records are available on the premises for inspection, organised to be easily accessible and stored securely to maintain confidentiality.

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

- complete a formal risk assessment that covers all areas of the provision, identifies risks and the action taken to eliminate or reduce these; ensure these are regularly reviewed and a record kept of when and by whom (Suitable premises, environment & equipment)(also applies to both parts of the Childcare

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Register).

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

Policies and procedures are in place to support the care and welfare of the children attending. When the new owner took over the management of the established out of school club the existing policies and procedures were adopted. These are now in the process of being reviewed and up-dated by the current staff group. Most required documentation and records are in place, for example, children's individual details, staff files, attendance, accident and medication records. However, not all are organised well to be easily accessible and not all are available on the premises for inspection.

Staff are in the early stages of developing their understanding of the Early Years Foundation Stage (EYFS), but they try to ensure that the activities provided complement those delivered by other settings to provide children with a more relaxed, flexible atmosphere after a long day at school. They have good relationships with the school which the children attend and where the club is sited. Parents appreciate the flexibility of the club and comment very positively on the quality of care provided for their children. Appropriate procedures are in place to gather information on children's backgrounds and individual needs to ensure they are included and able to play an active part in the club.

The small staff team are committed to ongoing training to improve their knowledge and skills. They work well together as a successful team and are deployed effectively both indoors and outside to support children's play. Although they have identified areas for development, such as the need to implement a more effective system of observation and assessment for EYFS children, there is no formal system of self-evaluation which prioritises and targets actions to improve outcomes. Children are satisfactorily safeguarded because key staff have attended child protection training and are aware of the duty to protect the children in their care. They have a daily safety check list and are vigilant in their supervision of the children. However, a formal risk assessment covering all areas of the provision; which is regularly reviewed has not been completed and this is a legal requirement.

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

The positive relationships between staff and children ensure that staff members have a good knowledge of individual children and in particular their welfare needs. Children are provided with a range of opportunities which support their progress toward the early learning goals. However, there are no formal systems in place to identify children's starting points, or to monitor their progress and plan for individual next steps over the six areas of learning. Staff support children's understanding of how to stay healthy through the daily routines, including reminding children to follow good hygiene routines. Snacks are nutritionally balanced and a wide variety of healthy options are offered.

Children enjoy their time at the setting, look forward to their snack and the time spent with their friends. Staff members are welcoming and engage positively with children asking for their news and encouraging conversations. They develop their independence as they spread their crackers or bread with their chosen filling. Children feel safe and secure in the small, but warm and friendly environment and parents state they are often reluctant to go home. There are no formal plans for daily or weekly activities. However the wide range of toys, games including table football, computer and board games ensure they are actively engaged. Samples of their art and craft activities are displayed around the room. The room is separated in to sections to allow a variety of different activities, with a sofa and cushions in the comfy seating area, where there is a television. In this clean but somewhat full room children are able to select and play with their favourite toys and games. Young children are confident and secure in this environment.

In the good weather most children generally prefer the choice of sporting outdoor activities, and have access to the facilities in the school grounds. The positive and supportive ethos encourages children to develop good attitudes to each other, they take turns and play well together, with older children supporting younger children and including them in their games. They understand the need for safety rules in both the outdoor and indoor environment and are provided with opportunities to practise emergency evacuations. Children know what is expected, they behave well and make sound progress in their personal development. The club is clearly a happy place where children are secure and at ease.

## 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.	3

### 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?	3

### 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>	3
How well are children helped to stay safe?	3
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?	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). 23/06/2009

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). 23/06/2009