

Kids Zone Disley

Inspection report for early years provision

Unique reference number EY361095
Inspection date 10/06/2009
Inspector Lindsey Ferrie

Setting address Disley Primary School, Dane Bank Drive, Disley,
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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

Kids Zone registered in 2007 to provide out of school care and holiday care for children. It is one of two privately owned clubs and is registered on the Early Years Register as well as the voluntary and compulsory parts of the Childcare Register. The setting operates from two rooms within Disley Primary School in the village of Disley, Cheshire, and is open from 07.30 to 09.00 and 15.15 to 18.00 during term time. The holiday hours are from 08.00 to 18.00 when available. Children have access to a secure, outdoor area. The setting is registered to care for a maximum of 40 children and there are currently 48 children on roll. Of these, nine are in the Early Years Foundation Stage. Kids Zone at Disley employs four regular staff but has access to other staff employed by the organisation, if required. All regular staff have level 3 qualifications. Staff at the setting have experience in caring for children with learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children are happy and well cared for in this fully inclusive and welcoming setting and make good progress in their learning and development. Systems to assess the progress of the children in the out of school club are developing. Although the owner of the setting has set priorities for future development, the self-evaluation process does not involve all stakeholders, nor is it recorded in sufficient detail to measure the success of any actions taken. Safeguarding procedures are mostly rigorous, although staff do not always use the secure door key pad facility. Current practice and the successful implementation of recommendations from the last inspection show a good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- further develop planning, observation and assessment procedures in line with the Early Years Foundation Stage framework
- further develop the process for self-evaluation, including all stakeholders, in setting priorities for future developments

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

- ensure that the setting is secure before children arrive and that all staff consistently use the secure key pad to gain access to the building (Safeguarding and welfare) (also applies to both parts of the Childcare Register)

10/06/2009

The leadership and management of the early years provision

The attractive, well organised setting runs smoothly on a day-to-day basis thanks to the committed, suitably qualified staff who work well as a team. Effective systems, policies and procedures to safeguard children's health and well-being are securely in place. Staff carry out daily safety checks and regular risk assessments and maintain the setting to a good standard. Whilst the staff have an up-to-date knowledge of current safeguarding procedures, the main door to the setting is not secure at the start of sessions and staff do not consistently use the key pad to gain access. Robust recruitment and vetting procedures are in place to safeguard children. Staff are well deployed and the key worker system is effective in developing close relationships with the children and their families. These factors, together with the good links with the school, ensure that the children's individual, personal and educational needs are met well.

The manager, who also works as a classroom assistant in the school, puts her expertise to good use; staff and children respond to her well. There is a good quality and range of resources available for both indoor and outdoor provision and staff organise, prepare and use these well.

The owner of the setting ensures that staff regularly review their practice to identify areas for further improvement and training. However, self-evaluation does not involve all stakeholders and is not recorded in enough detail to enable staff to measure the success of their actions on the children's learning and development. Parents speak positively about the setting and feel they are kept well informed through questionnaires, newsletters and daily contact.

The quality and standards of the early years provision

Adults provide sensitive care for children in this setting and children clearly enjoy the friendships they make with staff and their peers. Staff show a genuine, caring warmth for children which is reflected in children's comments. Children's behaviour is excellent and they work and play together well. For example, older children show great patience when teaching younger children how to play a game. They enjoy a variety of activities such as dressing up, reading, playing games and art and craft. Children have regular access to outdoor provision, and say they enjoy playing games such as football, riding their scooters and skipping.

Staff understand that they must use observations of what children know, understand and can do in order to plan for their next learning steps. Procedures for observation and assessment are currently developing so that the needs of individual children can be better met.

The setting provides a good balance between activities the children select for themselves and more adult-led activities. Children have good opportunities to write, draw and use numbers for different purposes. There is a good range of jigsaws, construction toys and counting activities which help to develop numeracy and problem-solving skills. Resources and themes such as Chinese New Year

contribute well to children's awareness of the diversity of life in contemporary Britain. Along with a code of conduct drawn up by the children, visitors such as the community policeman contribute to the children's developing understanding of how to keep safe. Staff promote children's understanding of healthy lifestyles through the regular use of spacious outdoor areas as well as discussions at snack time around the theme of healthy eating.

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?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	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?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
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?	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

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

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 (CR2) 10/06/2009

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 (CR2) 10/06/2009