

Kidzone

Inspection report for early years provision

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| Unique reference number | EY311228 |
| Inspection date | 22/06/2009 |
| Inspector | John Francis |
| Setting address | North Walsham Junior School, Manor Road, North Walsham, Norfolk, NR28 9HG |
| Telephone number | 01692 407012 |
| 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

Kidzone is an after school and holiday club based on the site of North Walsham Junior School, Norfolk. The group registered with Ofsted in August 2005 to extend the hours of care offered for children under eight years, having opened a year earlier. Kidzone operates as a partnership project between The Benjamin Foundation, North Walsham First and Junior Schools, with a management committee of representatives from each organisation. The group has sole use of a modernised building. Outdoor play opportunities are available on the school playground and field. The group is registered to care for 24 children between three and eight years. Older children up to 13 years of age may attend. Sessions operate from 15.00 to 18.00, Monday to Friday, during school terms and from 08.30 to 18.00 during school holidays. Children attend a variety of sessions. There are currently 25 children under eight years on roll, with 43 older children also attending. The setting serves the local area and surrounding villages. It supports children with learning difficulties and/or disabilities and those who speak English as an additional language. Kidzone currently employs eight practitioners. The majority hold suitable qualifications. All practitioners are experienced in childcare. They work in both the after school provision and holiday club. The setting is placed on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There is suitable access for children and adults with mobility difficulties or disabilities.

Overall effectiveness of the early years provision

Overall, the quality of provision at Kidzone is good. It is a well run after-school club where children's safety and welfare together with their social and academic development are given a high priority. As a result the setting meets the needs of the early years children well. Practitioners are well qualified, successfully planning an inclusive and wide ranging programme of stimulating activities for the children. Strong leadership and commitment by all practitioners to bring about any needed changes demonstrates that the setting has 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:

- provide even more opportunities for children to initiate ideas for themselves and work quietly indoors
- improve the outdoor facilities even further to extend the opportunities for children to develop their physical, social and academic skills.

The leadership and management of the early years provision

The manager is relatively new but leadership is good and strategic planning successfully involves all practitioners. The leader and her team have a firm grasp

of what is working well or is in need of improvement based on accurate self-evaluation. However, outcomes of the self-evaluation are not recorded formally. This limits the setting in its ability to ensure that nothing is missed or overlooked. Nevertheless, the setting has made good improvement since the last inspection and under the direction of the manager, has a good capacity to maintain this momentum. All practitioners have appropriately high aspirations and a desire for improvement. Management systems are thorough and all practitioners have a clear understanding of their roles and responsibilities for ensuring safe practices at all times and effective child protection procedures. There are good systems in place, applied rigorously, to protect children from harm; daily and weekly checks on premises and equipment both indoors and outdoors, ensure this a safe environment.

Good records of the Early Years children's progress, and that of older children, are kept in the form of 'Learning Journey' folders. These are shared with parents or carers and provide a suitably detailed record of children's development over time. They include regular notes about children's achievements which are supplemented by telling examples of children's work and photographs of activities showing important points in the child's development. These are regularly updated by practitioners and have clear links to the Statutory Framework for the Early Years Foundation Stage. The setting has created a good planning format based on the Early Years Foundation Stage Profile that links with its recording system. There are good partnership arrangements with both the neighbouring infant and junior schools. This contributes effectively to the setting's ability to ensure that each child makes good progress towards the early learning goals.

Documentation shows that those children who have specific learning difficulties and/or disabilities are suitably catered for, although there are none on roll at present. Parents are very positive about the setting and welcome the opportunities they have to be involved, for example, one parent provides 'multi-sports' activities once a week for all children. The systems for exchanging information are well thought out and provide a good two-way process enabling practitioners and parents to be well-informed about children's progress or any potential issues.

The key person system is well-established and children and parents know who their first point of contact is.

The quality and standards of the early years provision

Children are enthusiastic about the after-school club and settle quickly and happily into established routines. Relationships throughout the setting are good as seen in the behaviour of the children at all times. The youngest children are confident and have a good understanding of the daily routines, for example, the two snack times. These are good social occasions and the involvement of the older children in the preparation of the snacks demonstrates a good level of support and care at all stages. Children of all ages relate well to each other, with the older children supporting the younger ones. There is scope to provide an even wider range of quiet, table based activities to help the more boisterous children adjust to the change between school and the club.

The Early Years children settle quickly to the activities set out. These are mostly chosen by the practitioners but they are now just beginning to involve the children more in planning activities that interest them. Regular observations are well recorded to give a picture of children's progress linked to the requirements of the Early Years Profile. The activities planned are suitably matched to children's needs. In addition, practitioners are becoming increasingly adept at picking up on children's interests and comments, and adapting activities to follow these. The theme for the week, mini-beasts, is a good example of this, stemming from one child bringing in an insect the previous week. This theme enabled all children, regardless of their age or ability to choose from a range of well thought out activities. A good range of craft materials is available, which enabled the children to create an imaginary mini-beast of their own. Additional activities, such as the 'bug hunt' in the garden, made good links with science and extended children's knowledge and understanding of the world. Effective links with the infant and junior schools enables all concerned to work together for the benefit of the children and provide a seamless service. For example, achievements recognised at the setting feature in the celebration assemblies held at each school.

The outdoor provision is used well and there is a well-managed free-flow between the indoor and outdoors. There are many opportunities for children to develop their physical and social skills. The vegetable garden not only provides physical activity and an understanding of nature but also provides the opportunity for children to eat things they have grown themselves. However, the outdoor area remains an underdeveloped resource that could provide a wider range of experiences for the children. Practitioners are alert to children's interests and through careful listening and questioning are able to encourage good use of language.

Good systems are in place to ensure children learn to keep safe, be healthy and understand healthy food choices. Snack times provide a good balance of fresh fruit and other healthy options on a weekly changing menu and older children have a role in preparing the food for the others. These occasions also provide a pleasant family atmosphere where all children sit together at tables and enjoy appropriate chat with one another and the practitioners. At all times, practitioners and children are mindful about personal hygiene and children develop a good understanding of the need to wash hands when preparing food or for their baking activity, before snack time and after using the toilet.

The combination of good social skill development and fostering positive attitudes reinforces the work done in preparing the children for the future.

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

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| 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

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| 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? | 2 |

Quality and standards

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| 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? | 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