

Kidzone

Inspection report for early years provision

Unique reference number	EY240340
Inspection date	27/07/2009
Inspector	Karen Marie Tervit
Setting address	10 Chuch Street, Crook, DL15 9BG
Telephone number	01388 768888
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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 opened in 2002. It is operated by a limited company. It operates from a two-storey premises in Crook, County Durham, the first floor being accessed by stairs. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register for a maximum of 60 children at any one time. There are currently 118 children on roll, 81 of whom are in the early years age group. Children attend for various sessions. The setting supports children with learning difficulties and/or disabilities. All children share access to a secure enclosed outdoor play area. The setting is open Monday to Friday from 07.00 to 19.00, 51 weeks of the year, excluding bank holidays. There are 14 staff, including the manager, employed to work with the children. All staff are suitably qualified. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children make good progress in their learning. The environment is organised effectively to meet all children's needs well and keeps them actively engaged. An inclusive and very welcoming service is provided for all children and their families. Staff ensure that all children are included and work closely with parents and other professionals to ensure that each child gets the necessary support. Staff reflect on their strengths and weaknesses and they all contribute to the evaluation of the setting, resulting in the capacity for continuous improvement being good.

What steps need to be taken to improve provision further?

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

- further develop the recording of visitors to the premises to ensure that it is consistent
- continue to develop the systems for observations and assessments for children under three years to clearly track children's progress to inform future planning
- continue to develop partnerships with other provisions children attend that are delivering the Early Years Foundation Stage (EYFS).

The leadership and management of the early years provision

The staff team work well together and are motivated to continually assess the provision and put improvement plans in place. For example, plans are in place to develop the outdoor provision to provide a more exciting learning environment. Staff have a positive attitude to training and are well supported in accessing both in-house and external training. Links with the local authority are also valued and used effectively to continually monitor the provision and make improvements. All recommendations raised at the last inspection have been addressed. For example,

all policies and procedures have been updated in line with current guidelines and older children receive good opportunities to develop their mark making skills.

Staffing arrangements are good and ensure a high level of one-to-one support for children. Procedures to safeguard children, such as those for vetting staff, liaising with relevant agencies and staff training, are effective. Children are well protected and their welfare safeguarded because staff are secure in their knowledge and the procedures to follow should they have concerns about a child in their care. Good security procedures are mostly in place. For example, the door is kept locked, parents and visitors ring the bell and a visual check is completed before the door is opened, to ensure they are known to staff members. Staff greet each visitor at the door and check their identity; however, their times of arrival and departure are not always recorded. Transition arrangements are well managed between rooms. Children take their familiar name tag with them and are accompanied by staff they know well, to support them in settling.

There is good clear information for parents. Policies, newsletters and notices ensure that parents are kept well informed. All parents also get the opportunity to attend open evenings where they can chat to staff and look around the nursery. Daily verbal chats about individual children are informative and detailed. In addition, daily diaries are available and parents phone the nursery during the day to chat to the staff. An effective communication diary has been set up so that staff are fully aware when children's needs change from day to day. Parents speak highly of the staff and the care and education children receive. They are able to contribute to their children's learning in lots of ways, such as helping with the planting of fruit and vegetables, providing items for recycling or taking Benji bear on holiday. For children who attend more than one setting, communications are in the process of being developed to ensure continuity in children's learning, but are not yet fully effective.

The quality and standards of the early years provision

Children are very happy and settled in the nursery. Key workers know their individual children well and good systems are in place, if they are ever absent, to replace them with a familiar adult. Activities and resources are organised to enable children to explore freely and make independent choices. Children enjoy daily opportunity to play outdoors. They enjoy regular visits into the local environment. For example, they visit the recycling centre with their used paper and glass or the local market to buy fruit and vegetables. Children are well supported in their learning through the staff's secure knowledge of the Early Years Foundation Stage. They are provided with well planned learning experiences which help them to make good progress towards the early learning goals. Staff routinely observe children's progress and use this information well to promote children's learning. Records for children under three years do not always clearly track and reflect the good progress children have made as they progress through the nursery. Extensive use of photographs, creatively displayed in many areas of the nursery, help to celebrate the many and varied experiences children enjoy.

Babies are allowed time to explore independently and have fun using 'treasure

baskets' and musical toys. Children with additional needs are sensitively supported and fully included in the provision; they delight in exploring different media, such as paint, flour and soil. Toddlers love to use their imaginations as they buy real fruit and vegetables and later use them to print with. Pre-school children love to explore with paint and chalks and make wonderful puppets from plastic gloves filled with flour. Their role play area is constantly changing and is currently a horse riding stable, where children delight in paying for their lessons and choosing appropriate equipment from the well resourced area. Children have many opportunities to develop their knowledge and understanding of the world. Children and parents thoroughly enjoy watching the baby chicks hatch or the African snails race each other. The children enjoy playing on planks and tyres outdoors; they climb and balance well. All children have great fun painting the walls or playing with water in the fresh air. They are encouraged to write for lots of different purposes, for example, making lists in role play. Children learn about their own and different cultures through well planned activities and beautiful photographs and posters throughout the setting. Even toddlers are learning simple words in Spanish.

Children become familiar with routines and are encouraged to help, for example, with tidying away toys. They are provided with well-balanced nutritious meals and fresh drinking water is available. Children's health and well-being are promoted and their understanding of a healthy lifestyle is enhanced through planned topics and discussion. They have made attractive books about healthy eating which are displayed on the snack table. Procedures to prevent cross-infection are good and children begin to learn about how to manage their own health and hygiene. Children are well behaved. Their awareness of playing safely is reinforced by gently reminders from staff, such as not running in the playrooms and holding onto the handrail as they walk down the stairs.

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?	2
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?	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

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