

Church on the Way Kidzone

Inspection report for early years provision

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Inspection date	29/07/2010
Inspector	Shazaad Arshad

Setting address	156 Bradford Road, Idle, BRADFORD, West Yorkshire, BD10 8SA
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Type of setting	Childcare on non-domestic premises

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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.

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Description of the setting

Church on the Way Kidzone holiday play-scheme operates from the Church on the Way premises in Bradford, West Yorkshire. It is managed by a committee and serves the local community. Children are cared for in the ground floor room, which is also used as a pre-school setting in term time, and in the main hall on the first floor of the building. Children have use of a fully enclosed outdoor play area and the lawn at the side of the church building. The play scheme is open Monday to Friday for three weeks of the summer holidays, opening hours are from 8.30am until 4.00pm. A maximum of 32 children under eight may attend the play scheme at any one time. There are currently 53 children on roll.

Six members of staff are employed. Two staff hold appropriate qualifications and the others are working towards a child care qualification.

The provision is registered on the Early Years Register and the compulsory and the voluntary parts of the Childcare Register. The provision also have two volunteers helping out during lunch breaks.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The holiday play-scheme provides a relaxed and friendly environment where children have fun and enjoy their free time. The consistency of the staffing team during the holidays ensures children's individual needs are met. The staff provide a good range of activities, which are age-related and cover all areas of learning. This ensures children may continue to make good progress in their learning and development. There are strong and respectful partnerships with parents and carers ensuring that the needs of all children are met, along with any additional support needs. As a result, children are progressing well. There is strong drive towards further improvement. Hence, staff and management are committed to evaluating their practice to identify strengths, weaknesses and areas they plan to develop for future schemes. This maintains continuous improvement, which enhances outcomes for children.

What steps need to be taken to improve provision further?

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

- carry out regular evacuation drills and record details in a fire log book of any problems encountered and how they were resolved
- develop written observation, assessment and further planning systems to further support children's learning and development.

The effectiveness of leadership and management of the early years provision

All the staff team have completed training in safeguarding through the strong links they have with the church. The staff understand the signs of potential abuse and the procedures to be followed to ensure children are fully safeguarded. This helps to ensure children are very safe and protected throughout the holiday program. Robust recruitment procedures are in place; this means that staff are appropriately qualified and have relevant experience to care for the children. In addition, the play-scheme induction procedures and staff meetings ensure that all staff and volunteers are kept up-to-date with relevant information and legislation. There are effective and comprehensive records, policies and procedures in place which are shared well with parents and staff. These ensure that the provision is managed efficiently and helps staff to meet the individual needs of the children. Thorough and regular risk assessments are conducted on a daily basis and for any planned outings. There are good procedures for the emergency evacuation of the premises. However, the evacuation drills have yet to be practised to ensure children's safety. The provision provides a safe environment, which is conducive to learning. A very good range of toys and resources are freely available, and all children are able to access these independently. This enables them to make choices and decisions about what they do.

The staff are very keen and enthusiastic to develop the service they provide and are always striving to make further improvements. This is achieved through thorough self-evaluations after each play-scheme has ended and all the management team are involved in the process. The self-evaluation process is completed in house and all management staff are involved. The setting has successfully completed all the previous recommendations around policy documentation and accessibility for children to follow their chosen interests. For example, planning covers all areas of learning and activities are adapted so that every child can access the provision and participate in all activities. Some of the staff work within the pre-school and they know the children very well. They follow a key worker system for continuity and are very aware of the individual needs of the children that are in the early years age range. Staff work very closely with parents to ensure that each child gets the support they need, helping to promote outcomes for all children. However, as the scheme operates for only a few weeks in the year, they do not complete or continue the observational files on the children's development.

Well-established relationships have been developed with parents, ensuring children's needs are met. The management and staff are fully committed to working in partnership with other providers and they are proactive in establishing very good working relationships with the local schools. This all helps to promote children's learning and development. The provision is fully inclusive, and welcomes all children to the provision regardless of their cultural faiths.

The quality and standards of the early years provision and outcomes for children

Children are valued and respected by staff who promote the core values of the church backed play-scheme. The environment is very welcoming, secure and interesting with a focus on love and respect for others. Each key worker knows their child extremely well and can articulate what each child is capable of in the various aspects of their development. Most staff have a good understanding of the Early Years Foundation Stage, which they use well to support children's learning and development. Children are very confident and freely become involved in age-appropriate activities which have been set up by staff, such as art and crafts, imaginary role play areas, constructive play and physical play games outdoors. Children are making good progress towards the early learning goals, they are happy, secure and confident to try out new things. The children now work very well together. They support each other very well as they help each other with salt dough and take part in making chocolate crispy buns. Some of the older children use board games to promote mathematical skills and encourage children to begin to solve problems themselves. Children are interested, excited and motivated about their learning, such as predicting the words and actions of the 'Jericho' song they all sing together. Children eagerly talk about how to use the computer and locate items using the mouse and keyboard. During lunch outdoors, children talk confidently about the outdoor environment and how they can re-cycle their water or juice bottles. Children are well supported in developing their knowledge, skills and understanding of the world around them. They become very aware and interested in the natural world and find out about their local and wider area. For example, the trip to the Lister Park in Bradford. They begin to know about their own and other people's cultures in order to understand the similarities and differences as resources present positive images of society.

Developing children's independent skills is an area which staff focus on well. For example, at lunch and snack time, children are encouraged to wash their hands and hand out the cups to children in their groups. Children's behaviour is managed well by the staff; this is in conjunction with parents and information from other professionals involved in the child's care. This is directed at a level in which the children can understand. Lots of praise and encouragement are given to children. This helps to raise children's self-esteem and further develops their confidence.

Children enjoy a variety of experiences that promote a healthy lifestyle, such as movement to music. Large physical play and planned outdoor experiences help children to enjoy exercise and develop new skills. For example, they play football games and use the good range of outdoor toys. The staff effectively supports children's health by providing healthy snacks of fruit. Good hygiene precautions are taken, the tables are cleaned by staff and children wash their hands before eating and after outdoor and messy play. The premises are safe and staff are very supportive to children. They are taught to be safety conscious without being fearful. For example, when they go outside they are reminded of the dangers of retrieving the balls from over the fence. The children demonstrate that they feel safe. For example, they talk about their awareness of road safety and the safety

rules within the play-scheme. Overall, the setting is well run and effectively enhances the requirements of Early Years Foundation Stage framework.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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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