

Kidzone Child Care Services

Inspection report for early years provision

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Inspection date	02/10/2009
Inspector	David Shepherd
Setting address	Alderman Jacobs School Site, Drybread Road, Whittlesey, Peterborough, Cambridgeshire, PE7 1XJ
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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

Kidzone Child Care Services opened in 1996 and provides out of school care for children aged four to 14 years. It operates from two adjoining mobile buildings situated on the Alderman Jacobs School premises in Whittlesey, Peterborough, Cambridgeshire. The club has an outside area and has use of the school's extensive playground and field. Disabled access is via a ramp to the rear door. A maximum of 56 children may attend the club at any one time. Children are divided into age groups with younger children being accommodated in the smaller mobile when appropriate. A pre-school group has the use of the smaller mobile for session care during school hours and in the holidays when the club is not using this mobile. The club is open each weekday from 07.30 am to 09.00 am and 15.15 pm to 18.00 pm and during the school holidays from 08.00 am to 18.00 pm. The club also offers day care for up to 56 children aged three and four years at any one time between 09.00 am and 16.00 pm. There are currently 102 children on roll, eight of whom are of Early Years Foundation Stage age. Children attend for a variety of sessions and come from a variety of local schools with space for children from a wider area where transport can be arranged. The club supports children with special educational needs and/or disabilities and those who speak English as an additional language. Links with the local school are good. The club employs eight appropriately qualified staff. One holds a NVQ Level 4 qualification, four hold Level 3, two hold Level 2 and two are unqualified. All hold paediatric first aid certificates and are CRB checked. The club is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Provision at Kidzone Childcare Services is good. It meets the welfare and learning development needs of children of Early Years Foundation Stage age well. The club is a happy place and children enjoy the activities provided for them. The staff know the children well and ensure that all of them, including those with special educational needs and/or disabilities and for whom English is an additional language, are fully engaged in and enjoy their activities. The owner and staff review their work at the end of sessions and in meetings and have a good capacity to improve provision further.

What steps need to be taken to improve provision further?

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

- to further improve the early years provision, the registered person should provide more opportunities for children to play on ride-on toys and bikes in the outside area
- to fully meet the specific requirements of the Early Years Foundation Stage, the registered person should carry out risk assessments on equipment

annually.

The effectiveness of leadership and management of the early years provision

Procedures for safeguarding children are good. The owner and staff have developed a wide range of policies, including on equality and diversity, that ensures the efficient management of the club and the children's safety and well-being whatever their need or ethnic heritage. These policies are known to parents so they can judge how well their children are being looked after. The premises are safe and secure. Any accidents are recorded systematically.

Staff are deployed effectively. Key workers get to know children in the Early Years Foundation Stage well. They assess and record the progress that these children make. Children with special educational needs and/or disabilities and those with English as an additional language are catered for well. The good links with the school which these children attend promote this well. All staff work and play effectively with the children to ensure they receive enjoyable and challenging learning experiences at the club. Older children carry out their activities in the main room leaving younger children more space for their activities in the adjoining room.

Staff are reflective and review their practice at the end of each session. They meet each week to review what has gone well or not so well and to plan for future sessions. These meetings are successful in ensuring continued improvements in provision at the club. All staff are appraised twice a year and a programme of staff development stems from any lack of expertise that is identified during these appraisals. The owner and senior staff review their practice following the guidance from the local authority. They have not yet begun to use the national guidance on self-review but plan to do so in the near future. It is the quality of this self-reflection that indicates that the owner and senior staff have the ambition to drive through improvements in provision. The capacity to improve further is good. Administrative tasks, such as marking the register, are carried out efficiently.

The internal accommodation is satisfactory. The outside provision is spacious, including the school playground and school field. Resources are in good condition and fit for purpose. However, there are not enough ride-on toys or bikes for the younger children. The buildings are well maintained and provide a stimulating environment for children. The school playgrounds and field are extensive and include a trim trail.

The partnership with parents is outstanding. Parents receive copies of all policies, including the complaints procedure. They receive easy to read newsletters each term informing them of events taking place at the club and know the activities that take place each day. They are informed about the progress their children make whilst at the club. This is in the form of an attractive booklet that includes a report of progress under each area of learning along with photographs. Parents complete a registration form that complies with statute and includes permission for children to receive emergency medical treatment should that be necessary. A number of

family events are held each year. These include picnics, Christmas parties, bowling and ladies evenings. A useful communication book with home is kept by the staff. This includes any significant events that have occurred about which parents should know.

Good links are maintained with the school from which the children come. The club has implemented effectively the recommendation from the previous report.

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

Provision for the welfare and learning development needs of children is good. Children are developing good social habits and behave well. They form good relationships with all staff and want to please them. They get on well with each other. Older children include the younger ones in their activities and this enriches the provision for these children. All this helps to make them good early learners and well prepared for their schooling. Children walk and play in sensible and orderly ways. They do not get in each other's way and have due regard for adults, furniture, equipment and materials. The club is a happy and welcoming place and provides a secure and enjoyable environment for all children, including those of Early Years Foundation Stage age.

Children feel safe because the furniture, equipment, toys and materials are suitable for the children's ages and in good condition. Risk assessments on equipment and fittings are carried out but they are not systematic enough. Daily risk assessments checking on any damage that might have occurred the previous day to furniture, equipment and toys take place. This helps to keep children safe and free from the risk of careless and unnecessary accidents.

Children are encouraged to help themselves to breakfasts when they feel hungry. This promotes their independence, but not all children wash their hands before having their breakfasts. The tables are wiped with anti-bacterial spray before and after meal times to prevent the spread of infections. Meals are generally healthy with cereal, toast, scrambled eggs, salad, tuna and chicken being available. However, children are given the choice of what they are to eat and sometimes these choices are not always healthy. A bowl of fruit, water and milk are available at any time. Children do not play outside in the fresh air regularly enough. This is because the outside area is being developed at present and there are not enough ride-on toys or bikes with which to play.

Children take part eagerly in and clearly enjoy their activities. During the inspection, this included chatting to each other in small groups, playing board games in groups, playing with a range of computerised games, playing with a wide range of small toys, painting and crayoning using stencils, playing pool, gluing and sticking, sand play and various types of role play. Evidence from around the room indicates that children have opportunities to read in a quiet area, play board games, construct jigsaws, play table-top football, listen to music and dress up and play creatively. The outside area is currently being developed. All areas of the Early Years Foundation Stage provision are included over time. Children have plenty of

opportunities to practise their speaking and listening skills through the close interaction between staff and children. Good opportunities are provided for children to develop their computer skills and number skills. Children are encouraged to become independent and help themselves. Fewer opportunities are provided for reading and writing. Overall, provision to help children in their future lives is good. The progress made by children of Early Years Foundation Stage age is assessed and recorded systematically by key workers in a portfolio and this provides a useful record of achievement for both staff and parents.

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

How effectively is the Early Years Foundation Stage led and managed?	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	1

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	1
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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