

Kids Zone

Inspection report for early years provision

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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

Kids Zone registered in 2003 is one of two privately owned settings. This out of school setting operates from Poynton Methodist Church in the Poynton district of Cheshire. Rooms used comprise of three closely linked playrooms, the church hall, kitchen and toilet facilities. There is an enclosed outdoor play area. The setting provides out of school day care for children who attend either Vernon Primary, Lower Park, St Paul's, Worth, Adlington and on occasion Poynton High School. It is open from 7.30am to 9.00am and 3.00pm to 6.00pm every weekday during term time and from 7.30am to 6.00 pm during all school holidays.

The setting is registered to care for 45 children, there are currently 90 children on roll who are aged between four and 12 years. There are currently eight children on the Early Years Register and the setting is also registered to care for children on the compulsory and voluntary parts of the Childcare Register. The setting is not currently supporting any children with learning difficulties, disabilities or children who speak English as an additional language. There are currently 10 staff who are employed at the setting, of which five hold relevant qualifications and another is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Management is committed towards ongoing improvement although a whole setting approach has not been fully established to plan effectively for the continuous provision of children. Children make steady progress towards the early learning goals in the enabling environment where staff's knowledge of Early Years Foundation Stage is still developing. Systems to share information on children's progress with parents and other providers within EYFS are evolving. Children's welfare needs are well promoted as children are suitably safeguarded, a healthy lifestyle is strongly promoted and children learn how to stay safe.

What steps need to be taken to improve provision further?

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

- develop further, effective systems for the observation and assessment of children using the six areas of learning and use these to plan for children's next steps in their learning journey
- continue to develop effective partnerships with others involved in the care and education of children in the early years, particularly those settings also delivering EYFS.

The effectiveness of leadership and management of the early years provision

All staff are vigilant and supervise children well using risk assessments to manage safety within the setting. There is a named child protection officer, who ensures they remain up to date with current practice through regular training. Several improvements have been made to the setting since the last inspection to improve safety since the last inspection. Most staff now hold current certificates in first aid and the installation of an effective locking system in the main play rooms ensures access is closely monitored. The owner of the setting is both qualified and experienced in early years as she takes an active role within the setting and is committed to continuous improvement. They and the management team have introduced other improvements as results of feed back from parents and children. The owner shares their knowledge and practical experience with the whole staff team in monthly meetings and by being a positive role model. However, systems to enable children to progress more effectively are in the early stages and a clear understanding of the underpinning principles of EYFS has not yet been grasped fully by the whole staff team.

Staff are deployed effectively throughout the setting where they have a good understanding of their roles and responsibilities. The provision is organised to promote inclusive practice and acknowledging difference within all children. Staff have good knowledge and understanding of equality of opportunity and endeavour to promote positive attitudes towards diversity.

Information is shared with parents on a daily basis to promote continuity and care for children. Flexible settling in procedures establish secure partnerships with children's key workers and children's individual starting points are sought this is used to establish children's interests although not linked directly to EYFS. These interests are used to inform future planning to ensure children's welfare and wellbeing and not currently used effectively in monitoring progress or development nor have they been shared with the schools children attend. Therefore children's learning and development is not fully supported.

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

Children are happy and secure, they settled quickly in the friendly environment where they move about freely and safely with appropriate staff supervision. Staff and children relate warmly to each other with lots of gentle humour shared. Children are polite and they learn to consider other people's feelings as staff may on occasion sensitively remind younger ones about sharing. They feel safe as they know if they have any difficulties in the setting they can readily approach staff. Children are provided with lots of opportunities to learn to be safe outdoors, they receive visits from the local community police officers to talk about road safety and water safety. These positive messages are regularly built into the planning for children during holiday times.

Children learn about the benefits of following a healthy lifestyle as they enjoy playing outside in the fresh air throughout the year. They also benefit from a large indoor hall which they may use during wet weather or winter evenings, for organised games or the parachute which is a popular choice. Good hygiene routines are followed and children are encouraged to accept responsibility for their own personal care. Other healthy messages are conveyed about good dental hygiene, through invited speakers and supported with interesting activities. A choice of nutritious, healthy options are available for snacks and meals, with food cooked from fresh ingredients on the premises each day at tea times. Mealtimes are happy social occasions where children enjoy being together as they chat about their different experiences during the day.

Play areas are well organised to create an enabling environment with different age groups considered. The comfortable book area has been remodelled recently, providing a relaxing area for children to rest and chat. A range of suitable resources are available and accessible to help children to make choices and develop their learning and play. The introduction of an 'activity book' allowing children to choose their daily activities from a wide range of attractive laminated pictures of toys and equipment has proved a useful way of reminding children of the choices available to them.

Some senior staff have a secure knowledge and understanding of the underlying principles of effective early years practice. Staff training within EYFS is still in progress and some staff are currently developing their knowledge and understanding of observation and assessment procedures and the impact for children's learning and development. This has been identified as an area for development with training in place. There are currently very basic systems in place to record children's individual learning journeys. These currently are not regularly reviewed and children's starting points and their progress towards the early learning goals are not clearly identified.

Partnerships between the setting, parents and children are strong. Parents are pleased with the progress their children are making and are confident their children are enjoying their time at the setting, as often children are reluctant to leave. They feel well informed about their children's day and receive regular newsletters to update them on developments. Children clearly enjoy their time at the setting are able to contribute the way the setting is run through their monthly children's meetings.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	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