

Kidzone

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

Kidzone is a privately run after school club based in the Mill Rythe Infant and Junior School campus on Hayling Island in Hampshire. It has been registered since 1997. The holiday club opened in April 2008 and caters for children and youngsters up to the age of 14.

The club operates from the drama room in the host junior school and a classroom in the infant school. The older children are cared for in the drama room. Children have the use of playgrounds and the school playing fields. The manager is the owner of the club and three others in the area. There is full disabled access to the accommodation and the school works in partnership with the two host schools.

Kidzone is open five days a week and sessions are from 3.00pm until 6.00pm. There are currently 60 children from four years to 11 years on roll and 27 are under eight. There are currently 11 Early Years Foundation Stage children on roll. The club employs five members of staff, including the manager, all of whom hold appropriate early years qualifications.

Kidzone is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for no more than 52 children in the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club offers a welcoming and inclusive service and meets the needs of all children. The systems in place are effective and ensure that the early years children enjoy a wide range of activities and make good progress. Systems in place for security and safety are excellent. A strong commitment to improvement is very evident and the capacity to improve is good.

What steps need to be taken to improve provision further?

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

- improve planning and assessment by identifying the next small steps of learning each child needs to make in order to make first rate progress.

The effectiveness of leadership and management of the early years provision

The manager has high expectations and is very keen to improve aspects of the club. Priorities for future developments have been identified by the formal self-evaluation process and, as a result, improvement is good. Required policies and procedures, including those for ensuring the children are kept safe and secure are

effectively reviewed and updated. Staff members are carefully vetted for their suitability and are very alert to any health and safety issues. Protection of the children is exemplary. All groups of children thrive and move forward swiftly in their learning. Key workers have been appointed and staff members have developed a good understanding of how to deliver the Early Years Foundation Stage curriculum.

Partnerships with parents and carers are good. Parents say, for example, 'The club provides an invaluable service. In three years I have never had any concerns.' Parents receive newsletters every six weeks and complete questionnaires from time to time with a section for children to complete. Links with the host infant school are excellent. The manager is able to discuss with the reception teachers not only the welfare and progress of the children they share, but her progress with planning and assessment. This has been a challenge to organise. The teachers are keen to share their methods and resources, such as the small notes they make on children's progress. As a result of this partnership, staff members are now far more confident and are given quality time to plan activities that will meet the needs of the children. The headteacher of the host school welcomes staff members to evening meetings for the parents of the reception class children. Staff are committed to promoting equality and diversity for all children within the club.

Resources are plentiful and easily accessible. Equipment and accommodation are very safe. They are used efficiently to ensure all children explore freely and dictate their own pace and focus of activity.

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

The club is very safe for children of all ages and the systems put into place to promote their welfare are very effective. The club provides for the children's social and emotional needs exceptionally well. On arrival, the children enjoy their healthy snacks and drinks after washing their hands. They sit together chatting about their day with their friends. A family atmosphere is very evident.

The balance of adult-led and activities chosen by the children is spot on. Activities planned throughout the week cover all areas of learning. Provision for their learning and development is very thoughtful and meets the needs of all the children. They make swift progress and this will help them in the next stage of their education. Relationships between the children and the adults are excellent. Staff members know the children very well and ensure their favourite activities are available.

The older children help the young ones to learn how to control the mouse by playing games on the computers using the school website. The children's knowledge of information and communication technology is moving forward well. Other children enjoy the role play corner and the dressing up clothes.

Children's behaviour is exemplary. Children give each other plenty of support and, by doing so, make their own contribution to the club. It is particularly noticeable

that children's ability to concentrate for long periods is first rate. They are very successful at making models out of cardboard boxes and other materials and persevere to achieve excellent results. They proudly take their work home to show their parents. Their space paintings are displayed very creatively by the assistants some of whom have particularly strong artistic talents.

Staff members use photography to record children's achievements and paste the photographs in their Learning Journey files. Although the staff are aware of what each child needs to learn next, these 'next steps' have not yet been identified in future planning. The assessments made of the children's progress show that all staff members have a good knowledge of the children's individual strengths and weaknesses and this is contributing effectively to their good progress.

Outside, the children have a climbing frame they can explore and the girls, in particular, enjoy playing music and nursery rhymes on the tape recorder. They play games such as, 'Statues' and 'Being the Teacher'. The large selection of wheeled toys and other equipment available to play with outside was not brought out of the shed for the younger children on the day of the inspection although the older boys and girls enjoyed playing football on the junior school playground.

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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	1
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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