

Kidz Adventure Zone

Inspection report for early years provision

Unique reference number

EY376317

Inspection date

23/11/2009

Inspector

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Setting address

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kidz Adventure Play Zone Limited is run by a limited company. The holiday and after school provision opened in 2008 and operates from a children's in-door activity setting in a purpose built building. The after school club is open each weekday from 3pm to 7pm term time only. The holiday play scheme is open each week day from 8.30am to 7pm every half term and full term holiday. There is no access to a secure enclosed outdoor play area.

A maximum of 25 children may attend the after school club and holiday play scheme at any one time. There are currently 15 children on roll including four children on the early years register. The after school club and holiday play scheme employs eight members of staff. Of these two hold appropriate early years qualifications and two are working towards a qualification. The manager holds a recognised level three qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

The setting is not implementing the Early Years Foundation Stage (EYFS) as required to support the welfare, learning and development of individual children. The setting is not effective in meeting the needs of children that they look after. A number of welfare requirements are not being met. Children are not safeguarded; as a result they are at risk. Although the manager demonstrates some awareness of inclusion there are no systems in place to implement and practice inclusion and to promote diversity. The setting is in breach of a condition as they are presently looking after children under the age of five years and are registered to care for children from five years to under eight years. The setting does not have a plan in place to improve or maintain the quality of care provided and they do not demonstrate that they understand the importance of developing the service in order to achieve suitable outcomes.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that staff understand and are able to implement the safeguarding policies and procedures appropriately, including the procedure to be followed in the event of an allegation being made against a member of staff (Safeguarding and promoting
- 14/12/2009

- children's welfare) (also relates to the compulsory part of the Childcare Register)
- implement effective deployment of staff to ensure adequate supervision of children at all times (Suitable people) (also applies to the compulsory part of the Childcare register) 14/12/2009
 - ensure staff are suitably qualified and trained by means of regular appraisals to identify training needs and making use of the training offered by local authorities and other sources (Suitable people) (also applies to the compulsory part of the Childcare register) 14/12/2009
 - conduct a risk assessment and record when it was carried out and by whom. Regularly review the risk assessment, at least once a year and include in the record the date of review and any action taken following a review or incident (Suitable premises, environment and equipment) (also relates to the compulsory part of the Childcare Register) 14/12/2009
 - provide a named deputy who is able to take charge in the absence of the manager and has a clear understanding of their role and responsibilities (Suitable adults) (also relates to the compulsory part of the Childcare Register) 14/12/2009
 - ensure that at least one person with a current paediatric first aid certificate is on the premises and on outings at all times when children are present (Safeguarding and promoting children's welfare) (also relates to the compulsory part of the Childcare Register) 14/12/2009
 - develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development (Safeguarding and promoting children's welfare) (also relates to the compulsory part of the Childcare Register) 14/12/2009
 - carry out a full risk assessment for each outing, including journeys made by staff to bring children to the setting and review it before embarking on each specific outing (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare register) 14/12/2009
 - ensure that at least one member of staff on duty holds a full and relevant level 3 qualification (Safeguarding and promoting children's welfare) (also relates to the compulsory part of the Childcare Register) 14/12/2009
 - ensure that there are at least two adults on duty in the setting at any time when children are present (Organisation) (also relates to the compulsory part of the Childcare Register) 14/12/2009

- implement a procedure to be followed in the event of a parent failing to collect a child at the appointed time (Safeguarding and promoting children's welfare) (also relates to the compulsory part of the Childcare Register) 14/12/2009
- implement a procedure to be followed in the event of a child going missing (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare register) 14/12/2009
- ensure that children are provided with meals, snacks and drinks that are healthy, balanced, nutritious and in sufficient quantities (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare register) 14/12/2009
- ensure adequate drinking water is available at all times (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare register) 14/12/2009
- implement effective systems to ensure that the individual needs of all children are met (Organisation) 14/12/2009
- ensure there is a balance of adult-led and freely chosen or child initiated activities, delivered through indoor and outdoor play (Organisation) 14/12/2009
- undertake sensitive observational assessments in order to plan to meet young children's individual needs (Organisation) 14/12/2009
- plan and provide experiences which are appropriate to each child's stage of development as they progress towards the early learning goals (Organisation) 14/12/2009
- ensure necessary steps are taken to safeguard and promote the welfare of children with particular emphasis on maintaining a two-way flow of information with parents and school (Safeguarding and promoting children's welfare) 14/12/2009

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The effectiveness of leadership and management of the early years provision

Although there are suitable safeguarding policies and procedures in place, these are not implemented or familiar to the staff team. For instance, staff are unable to identify the different types of abuse. This means that signs are likely to be missed in the event of a child being abused. In addition, the manager and staff demonstrated an inadequate understanding of procedures following allegations against staff. The systems in place to safeguard children from other users of the provision are not maintained or known to the staff looking after the children. There

are no risk assessments in place to ensure children's safety during journeys from their schools to the setting. The risk assessments in place for the premises are not fully effective in identifying risks to children, for instance, the kitchen door remains wedged open and the industrial kitchen is therefore accessible to children.

There is frequent inappropriate and insufficient staffing. Children are frequently looked after by staff, in the absence of the manager, who are not suitably qualified and who are not aware of the roles and responsibilities required of them by the setting. In addition, children are looked after by only one member of staff in the last hour of the session each day. On the day of inspection there were no first aid qualified staff present. On certain days of the week a qualified supervisor is not in place at the setting as required. There are no procedures to guide staff in the event that children are lost or missing. There are informal procedures in place which are implemented when children are not collected by the end of the session. These are inappropriate and do not effectively safeguard children because children wait at the setting with only one member of staff. Organisation of the after school club is ineffective, as staff looking after the children are also employed to look after the reception area and attend to members of the general public. Consequently, children do not receive the necessary attention and support needed to cater for their individual needs.

There have been no steps taken to evaluate the strengths and weaknesses of the setting. The manager is not aware of the number of requirements not being met. There are no systems in place to enable the setting to move forward and to make permanent and secure improvements. In addition, the setting has not maintained improvements made following a number of actions set at the last inspection. Children have access to the setting's in-door adventure play areas, this consists of large scale climbing frames. Additional activities available include art and craft materials, books, puzzles, colouring in activities and pre-printed literacy and number sheets. The variety and quantity of materials and equipment available in addition to the adventure zone is inadequate in meeting the needs of children.

Inclusion is not adequately supported at the setting. Although staff are aware that some children may have special educational needs little is done to meet children's needs or to discuss these with parents. Insufficient relevant information is gathered about children's individual needs and backgrounds. During discussion staff demonstrated that they were mistaken about children's backgrounds and languages and they were frequently corrected by the children about this. There are no systems in place to provide children with activities and experiences that will support their knowledge and understanding of their own and others backgrounds and lifestyles.

Links with other settings who look after the children are inconsistent. This means that there are no strong relationships to build continuity of care between providers of the EYFS. Communication with parents is limited and does not reflect the needs of the children who attend the setting. There is little information for parents about the EYFS or about children's achievements and activities at the setting.

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

There is little information available about how the setting delivers the EYFS curriculum. Information about the daily activity is recorded without sufficient detail in the provision's diary. This means that there is limited information available to parents about children's activities. Staff have either limited or no knowledge and understanding of the EYFS learning requirements. For instance, there is no evidence that staff collect information on children's starting points to effectively support children's individual learning or to promote achievement. There is no evidence that observations are made. Activities provided for children are very limited and lack choice, variety, imagination and creativity. For instance, children have one activity a day which is selected by staff and consists of either drawing, worksheets, colouring in or sticking with weekly cooking sessions which children say that they enjoy. Interaction with children is inadequate and mainly consists of instruction and management of behaviour. As a result of the inadequacies of children's learning and development children do not learn about being safe, about making a positive contribution or about learning skills for the future.

Children are provided with a snack and drinks; whilst the snack available on the day of inspection was healthy it was not nutritionally balanced and the portions and drinks served to children available were insufficient. In addition, there are no alternatives to the snacks prepared on the day. For instance, when children do not like the prepared meal they eat several biscuits instead. This means that children are not learning about healthy eating and their independence is not being appropriately supported by the staff who serve all food and drinks. Children are encouraged to wash their hands appropriately after using the toilet and before eating. The setting is not conducive in helping children to learn about being safe, there is little positive discussion or ground rules about being safe, for instance when children are on the apparatus.

Behaviour of children is inadequately managed. Staff do not intervene appropriately to manage incidents. For instance, they do not give explanations to children about inappropriate behaviour and language. In addition the organisation of the setting with sporadic supervision means that many incidents of children hurting each other are not observed by staff. Furthermore when children complain about the behaviour of other children the response received is not always appropriate.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	4
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

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	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/12/2009