

# Kidzone@Spring Bank

Inspection report for early years provision

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**Unique reference number**

EY242626

**Inspection date**

08/03/2010

**Inspector**

Anthony Anderson

**Setting address**

Spring Bank School, Spring Road, Leeds, LS6 1AD

**Telephone number**

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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@Spring Bank is privately owned and managed and opened in 1990. It operates from the community room at Spring Bank Primary School in the Headingley area of Leeds. Children have access to a secure enclosed outdoor play area. A maximum of 19 children aged under eight years may attend the setting at any one time. The club currently takes children from four years of age and also offers care to children aged eight to 11 years. The setting is open Monday to Friday from 8am to 9am and from 3.30pm to 5.45pm during term time, and from 8.30am to 5.30pm during the school holiday play scheme. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children on roll, of these, 28 are under eight years and, of these, three are within the Early Years Foundation Stage. The setting supports children with special educational needs and/or disabilities and those with English as an additional language. There are five members of staff, most of whom hold appropriate early years qualifications. One holds level 3, three hold level 2, and one is unqualified. The setting is supported by the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff meet children's individual developmental needs appropriately and promote most aspects of children's welfare and learning successfully. Regular risk assessments of the setting and associated resources are undertaken but are not consistently recorded. Occasional observations of children are used to track progress but the frequency is inconsistent and does not sufficiently lead to the identification of their next steps of development. Informal staff discussions take place to aid continuous development but are not clearly linked to the club's strengths and areas for development. Partnership with parents and regular, though informal, contact with the host school's Foundation Stage management is satisfactory.

## What steps need to be taken to improve provision further?

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

- improve the club's systems and procedures linked to the monitoring and assessment of its strengths and to the identification of its areas for improvement
- ensure that the regular risk assessments of the setting's main activity room and associated equipment and resources are consistently recorded
- improve the use of observations to ensure that the outcomes are better utilised to clearly identify and act upon each child's next steps of development in the six areas of early years learning.

## **The effectiveness of leadership and management of the early years provision**

Satisfactory vetting systems for staff are consistently applied and they are appropriately qualified for their early years roles and responsibilities. Welfare policies and systems are mostly in place and these include appropriate first aid procedures for minor accident which also contain a parental signature. Regular risk assessment ensure hazards are reduced and staff follow a clear site security policy to ensure children can play safely and enjoy their time at the setting. However, these risk assessments of the site and resources are not consistently recorded. Staff have a secure understanding of the setting's safeguarding children procedures, which helps to protect children from harm and neglect. They clearly understand their role in reporting any concerns. Resources, including staff and the available accommodation, are deployed appropriately to help maximise children's development and happiness.

The relationship with the host school's Foundation Stage management is satisfactory overall but is not yet sufficiently and effectively used to further enhance children's progress. Parents say they are happy with the setting's management and that their children enjoy their visits. Management employ informal systems of self-review and assessment to monitor the success of the provision. However, these are not yet providing consistent and effective identification of the main strengths or of the elements needed to ensure forward momentum towards continuous improvement. The promotion of equality and diversity are in evidence through posters around the setting, including a feature on Diwali, and by the way in which staff ensure inclusive support to the children on roll who represent a wide ethnic mix. The setting's management has a satisfactory capacity for further improvement.

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

Children enjoy their frequent visits to the community room which is the main part of this bright and colourful setting. They demonstrate by their happy and smiling faces that they feel comfortable in these friendly surroundings. Some children tuck into a healthy breakfast of buttered toast with juice or water. Staff are on hand to remind children to wash their hands before eating and after visiting the toilet.

Monthly planning charts on the parents noticeboard list a range of interesting activities and topics although none are specifically targeted at early years children. Some children enjoy the challenge of a mathematical puzzle on a toy laptop computer whilst others work with a member of staff, who offers support as they draw and colour pictures. An older girl reads to a young boy who is a study of concentration as he enhances his listening skills. A few boys gather around an interactive mini-computer being operated by one of their friends and there is a constant chatter of interest and excitement as the game nears the end of a particular level. The opportunities to enhance outside physical skills and exercise are limited due to some hazardous construction activity from the previous day

which prevents external activities being available.

The setting's wall displays add support to diversity and inclusion through the drawing of a large 'feelings tree' which includes a number of leaves onto which is written a word such as happy, sad, funny, shocked, giggly, confused, proud and special. This helps and supports children to be aware of the boundaries which must not be crossed and it adds to their safety and well-being. All children are clearly valued members of the setting and staff take time to offer help and support when it is required. Observations of children are starting to be used to monitor progress and although these are also shared with parents, they are not yet fully utilised to consistently identify and act upon each child's next steps of early years development. As a result, young children make satisfactory overall progress in their learning of future skills.

## 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

|  |   |
|--|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

### The effectiveness of leadership and management of the early years provision

|  |   |
|--|---|
| <b>How effectively is the Early Years Foundation Stage led and managed?</b>                          | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources   | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding  | 3 |
| 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                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|  |   |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|--|---|

### Outcomes for children in the Early Years Foundation Stage

|  |   |
|--|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 3 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| 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