

CCPS Kidzone

Inspection report for early years provision

Unique reference number	101841
Inspection date	12/03/2010
Inspector	Fiona Robinson

Setting address	Christ Church Primary School, Malvern Road, Cheltenham, Gloucestershire, GL50 2NR
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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

CCPS Kidzone out of school club operates from premises within the grounds of Christchurch Primary School. It uses two rooms within the school building and the children have access to the school playground. The out of school club has been registered since 2000 and provides care for 30 children from four to eight years old. There are currently 53 children on roll, of whom nine are under five years of age. The group is open during term time only, from Monday to Friday between 7.50am to 8.40am and 3.00pm to 6.00pm. Priority for places is given to the children who attend from the school but any extra places are available to the wider community. The setting supports children with special educational needs and/or disabilities. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are four members of staff, who share sessions throughout the week. Three of these hold suitable childcare qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is judged to be good, because children enjoy their time at the club, and are fully included in an interesting range of activities. They are very well behaved and staff are excellent at promoting the children's welfare to ensure their individual needs are fully met. Good links have been developed with parents and the host school. The manager and staff demonstrate a good knowledge of the setting's strengths and areas for improvement and have good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- develop planning, assessment records and learning stories for the youngest children
- develop the use of technology in the setting for recording children's achievements.

The effectiveness of leadership and management of the early years provision

Staff have an excellent knowledge of safeguarding and child protection procedures. Children are very well cared for in an inclusive, child friendly environment. Comprehensive policies and procedures are fully implemented to ensure children's safety. Children have access to resources which are safe and suitable for use. They are very well supervised indoors and outdoors. There are rigorous systems in place for staff recruitment. Collection procedures are robust and fully understood by parents. Staff carry out regular risk assessments to keep the environment safe and

secure.

Partnership with parents is good. They say they are very happy with the care their children receive and think the club provides children with fun filled activities. They are kept well informed of topics and special events through newsletters, the notice board and informal discussions. They receive good information about the club and activities offered and staff value their ideas and opinions. Feedback forms are sent out each term, and comments are used to evaluate practice and to identify areas for improvement. Verbal feedback is given on children's individual achievement and progress. Good links have been developed with the host school. Information is shared effectively with staff to ensure a smooth transition to and from school. Also, the setting benefits from the use of the outdoor environment.

The setting is well led and managed. Good self-evaluation systems ensure that improvements benefit the children's experiences. Staff meet regularly to discuss activities and areas for improvement. They accurately identify the strengths and areas for development of the setting. They are a strong team who have worked hard to provide a bright, stimulating, interesting environment. Good progress has been made in addressing the recommendations of the previous inspection. Staff actively promote equality and diversity. There is excellent inclusion of children in well-organised activities. They are fully integrated and play well together. Staff demonstrate a shared commitment to improvement. The planning and recording of the achievements of the youngest children are not yet fully developed neither is the use of technology to record these. Staff recognise this and they are also working to improve on this. They regularly monitor the work of the club which is well-organised. Imaginative use is made of resources in the indoor and outdoor environments.

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

Activities are well-resourced and children's ideas are valued. Staff have a good understanding of the children's interests and include these in the organisation of themes and topics. Children's behaviour is excellent because adults have high expectations. They relate very well to one another and have produced their own set of club rules. They are confident and enthusiastic about all aspects of the club. Extra care and sensitivity is shown to children with special educational needs and/or disabilities. Children are often presented with certificates to reward behaviour and achievement. Effective use is made of themes and topics such as Winter and Spring. Festivals such as Diwali, the Chinese New Year, Mother's Day and Easter bring enrichment and enjoyment to their experiences. Recently, they had great fun in making Chinese lanterns to decorate their setting for a Chinese banquet. One of their club members told them all about the Chinese New Year and customs.

Children's health is promoted well through physical exercise and healthy eating. They are encouraged to make healthy choices at breakfast and snack time. They like yoghurt and fruit and select healthy toppings and fillings for their sandwiches. Posters of healthy fruit and vegetables and contributors to healthy living adorn the

walls. Staff care for their welfare very well. Children develop an excellent understanding of keeping safe as they ride their scooters and bicycles and climb on the outdoor climbing board. They receive excellent talks about keeping safe. They also use the wooden play structures to practise their coordination and balancing skills.

Children enjoy coming to the club. They enjoy computer games, construction and craft activities. Creative skills are developed well as they design and make Mother's Day cards and bouquets using dried flowers. They paint and decorate trinket boxes and lamp holders. Displays are bright and colourful, for example colourful Mehndi patterns and elephants form part of a display on India. Children cooperate very well as they play snooker or pool. They put forward ideas for activities which are recorded on the Wish Fish display. They like decorating masks, butterflies and create colourful collages. Staff have identified the need to develop technology in the setting, so that children can keep a record of their work through the use of the digital camera. Children enjoy performing for one another and are particularly skilled at using the Diablo. They benefit from talks about animals and birds and Stranger Danger. A highlight of the year is the visit from the prison officers and their dogs. Children enjoy fundraising activities and parents support the club well. Overall, children are well-prepared for life outside the school day and future learning experiences.

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	1
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	2
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	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	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	1
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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