

Kidz Adventure Zone

Inspection report for early years provision

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Inspector

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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

Kidz Adventure Play Zone is run by a limited company. The provision has been registered since 2008 and operates from a children's indoor activity setting in a purpose built building. The provision is located in Wood Green, North London. The setting is registered on the Early Years Register to care for a maximum of 25 children at any one time, of these none may be under the age of four years. The out of school club is open each weekday from 3pm to 6.30pm term time only. The holiday playscheme is open each weekday from 8.30am to 6.30pm every half term and full term holiday. There is no access to a secure enclosed outdoor play area.

There are currently 17 children on roll, including one child in the early years age group. The club also offers care to children aged over five years to 11 years. This provision is registered by Ofsted on the compulsory and voluntary Childcare Register. The after school club and holiday playscheme employs eight members of staff. Of these, three 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 satisfactory.

Kidz Adventure Play Zone provides some positive play opportunities for children to support their learning. The staff team are well deployed as they spend the majority of their time chatting, listening and responding where possible to children's choices of play. Children's welfare is promoted through an appropriate range of policies and procedures which help to keep them safe. There are sound measures in place to gather essential information about children's individual needs to ensure that continuity of care is promoted within the provision. The staff team demonstrate a positive approach towards implementing improvements to the provision; they have worked extremely hard to address previous actions raised on inspection and they are keen to now develop their self-evaluation processes.

What steps need to be taken to improve provision further?

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

- further develop the indoor environment to provide a wide range of appropriate and accessible resources for all children
- develop further self-evaluation systems so that the views of children/parents and carers are utilised to assess all aspects of the provision and therefore improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The provision has implemented a satisfactory range of records, policies and procedures that are required by the Early Years Foundation Stage. Therefore, children's welfare and individual needs are fully considered. The staff team maintain risk assessments for all areas of the premises and the equipment used by children to ensure that they are safe and secure while they play. Risk assessments have been developed for outings and for school collections which further supports the safeguarding of children. The provision has secure vetting procedures in place to ensure that all staff working with children have the required checks in place to deem their suitability. Staff demonstrate a sound knowledge and understanding of safeguarding children procedures and their role in monitoring and sharing concerns where appropriate.

The provision has worked steadily to address all the actions that were raised at their previous inspection. Consequently, outcomes for children with regards to safety, communication with parents and a more consistent approach to meeting their individual care and learning needs has improved. Children benefit from improved choices of food at snack time and they now have more opportunities to access some resources independently. Although the quality and amount of varied resources is fairly basic. Children are happy and busy within their environment and it is clear that they have developed secure and comfortable relationships with staff. They are confident to express their wishes and to ask questions about the activities and experiences available to them. The staff team are suitably experienced, and are led by qualified senior members of staff. There are sufficient opportunities for them to develop their knowledge and skills through ongoing training opportunities. Staff acknowledge that self-evaluation systems are not fully established, although they demonstrate that they want to improve the overall quality of the provision for children.

The provision works in partnership with parents and all other providers involved within the children's care and learning. Since the last inspection the staff have developed communication books which are shared triangularly with parents, schools and staff working in the setting. Parents have daily opportunities to read these books and to share their own information. Parents demonstrate through discussion that they are generally happy with the care and experiences offered to their children. Some parents comment that they appreciate the staff supporting children with their homework while others comment on their children's positive attitude towards wanting to attend the provision. Although there are no children attending that require additional support from outside agencies, there are clear procedures in place to initiate appropriate support. Overall, these developing partnerships help to support children's continuity of care and learning within the provision.

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

The staff team demonstrate a sufficient knowledge and understanding of the Early Years Foundation Stage framework. They plan a basic range of activities and experiences to promote children's learning and enjoyment. Staff are currently developing planning and assessment systems to promote children's individual interests; although these are going in the right direction, they are still in the very early stages of fruition. Therefore, continued self-evaluation of these processes with both parents and children's input is essential. Staff demonstrate that where possible they do promote children's choices. For example, when children request to play a game of hide and seek this is honoured. However, when children request that they would like to paint, staff inform them that they do not have any paint available. This means that children cannot always pursue activities of their choice.

Children are developing some positive social skills as they engage with both their peers and staff in a confident manner. Staff support children to develop responsible behaviour as they encourage them to help with tidying the environment and putting away their plates and cups after snack time. Staff reinforce polite manners and do challenge children appropriately when they are behaving unreasonably. Children's sense of belonging and self-esteem is supported through valuing their work and giving them each an individual storage shelf where they can keep their folders and personal belongings. Through discussions with children they demonstrate that they are proud that this is their club and overall they articulate that they do like to attend. Children are confident to express aspects of the provision that they enjoy such as cooking and dancing. Equally they are able to communicate areas that could improve such as more opportunities to engage in creative pursuits. Children discuss that they do not have an outside play area but that they would like to go on more trips within the local community.

Children are developing a sound understanding of keeping safe and living a healthy lifestyle. They engage in weekly emergency evacuation drills which help them to understand the dangers of fire, and the importance of getting out quickly and safely in emergency situations. Children know that they must wash their hands before they eat food and they talk at length about healthy and unhealthy foods during their snack time. Children are hungry when they arrive from school; they immediately request what they would like to have within their sandwich and are positive about eating vegetables and fruit. Children have ample opportunities to be active and develop their physical skills as they access the large soft play climbing equipment. Their finer manipulative skills are developed through drawing and writing pursuits as well as through playing board games. Overall, children are provided with a secure environment which values their home backgrounds and those of people within the wider community. Consequently, children are developing some positive skills to support their future learning.

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	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

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