

Kidzone Childcare

Inspection report for early years provision

Unique reference number	EY382321
Inspection date	23/11/2010
Inspector	Alison Reeves

Setting address	1 Russells Ride, Cheshunt, WALTHAM CROSS, Hertfordshire, EN8 8TS
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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).

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

Kidzone Childcare registered in 2008. It is the second of two nurseries owned by this provider. It operates from three main rooms on the ground floor of a residential block in Cheshunt, Hertfordshire. Children have access to an outdoor area. They are open each weekday from 7.00am to 7.00pm throughout the year.

The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 33 children may attend the setting at any one time, 25 of whom may be in the early years age group. There are currently 23 children aged from one year to seven years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities, and welcomes children with English as an additional language.

There are seven members of staff, including the owner, working with the children. Six members of staff hold a relevant Early Years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children in the Early Years Foundation Stage are making steady progress in their learning and development whilst at the setting. Their safety and welfare is a priority and most appropriate measures are in place to ensure this. Children are highly valued and the staff work hard to cater for individual needs. Children thrive in the caring environment where their achievements are monitored and assessed effectively. Partnerships with parents are well established. The setting has some systems to evaluate practice and ensure compliance with the welfare requirements.

What steps need to be taken to improve provision further?

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

- ensure induction training for new staff helps them understand how the provision operates and their role within it
- improve clarity of risk assessment and ensure it covers anything with which a child may come into contact
- ensure record of complaints clearly documents outcomes and complies with confidentiality requirements
- establish robust self-evaluation and reflective practice to identify appropriate and challenging targets that will secure improved outcomes for all children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and adequately protected in the setting because the staff have developed a sound knowledge of local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Staff are appropriately vetted and are suitable to work with young children. The induction of new staff is not consistently completed in sufficient detail. This means staff are not always fully equipped to work efficiently from the outset. Most of the documentation is in place to support the safe management of the setting, nevertheless some of the information is not logged in sufficient detail and with clarity. For example, the complaints record is not organised effectively to ensure that parents and other readers are fully informed.

Staff complete regular risk assessments to support them in ensuring the areas used by the children are safe. For example, daily checks of group rooms and the outdoor play area ensure hazards are kept to a minimum and this means that children are able to move safely and freely around the building. However, a number of different formats are in use making it difficult to ensure clarity.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. The environment is well organised and accessible to the children. For example, the youngest children have ample opportunity to select toys that interest them and to explore the learning environment, with the support of caring and capable staff. This means that they are able to thrive and make steady progress in their development.

The setting has identified some strengths and weaknesses. The staff look for ways to improve the provision for the children and to this end set themselves appropriate targets. All of the previous actions and most of the recommendations have been addressed effectively. For example, the procedures for carrying out and recording suitability checks, and the implementation of effective planning. This means that children are better safeguarded and their individual needs are met. The systems for self-evaluation do not include the views of the wider staff team and despite significant progress, the manager is reliant on external support to identify and secure improvements.

The staff at the setting form close working relationships with parents. They obtain useful information about each child's health needs and routines. This means that parent's wishes and children's individual needs are effectively met. The staff and parents share important information about children's starting points and progress. This means that parents can become involved in their child's learning and each child is generally well supported in making progress towards the early learning goals. Relationships with other providers of the Early Years Foundation Stage and professionals involved with the children are well established and contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and/or disabilities. They readily adapt activities to ensure that all children can access

them. An effective equal opportunities policy is put into practice and is periodically reviewed and supports the staff well. This means that the individual needs of children are met and all children are included fully in the life of the setting.

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

Children are secure and show a sense of belonging to the setting, with their pictures of family members up on the wall as part of a topic display. Older children lead the design of some wall displays, proudly showing what they have done. Most children are developing a sense of how to stay safe, taking responsibility for their own safety when using equipment. Some children require prompting from staff to ensure their safety and that of others but gentle, firm reminders are usually sufficient. Children are learning about good hygiene practice as they follow regular routines where they become increasingly able to manage their own needs. Children eat a range of foods including fresh fruits and vegetables that meet their individual dietary needs. Using a variety of implements such as crayons, scissors and cutlery children develop their hand control which supports their independence as they become increasingly skilled in managing tasks. Children use the outdoor area for play and exercise in all kinds of weather. This means that children are developing healthy habits that contribute to their future well-being.

Children are confident communicators and those with English as an additional language are becoming increasingly skilled in its use. Children and staff use spoken language and gestures to communicate ideas and feelings. Books are readily available and children regularly visit the local library to share stories and borrow books. Children are beginning to recognise their own name in print and use mark making for purpose in role play. Children use mathematical language to describe position and confidently use numbers as labels. Younger children experiment with space and shape as they fit objects into shape sorters. Staff use rhymes and songs to help familiarise children with numbers and counting. Children are technologically aware, understanding cause and effect. They can be seen working out how to operate the small electronic fish tank, pushing the switch to light it up and make the fish swim. Staff observe children regularly and use what they see to assess children's stage of development, to set next steps and plan further activities. Consequently children are making steady progress towards the early learning goals in all six areas of learning.

Children generally behave well in the setting because the staff give clear explanations and set appropriate boundaries. Children are developing a respect for themselves and others and are learning about other cultures and beliefs. This is because the staff make effective use of children's backgrounds, books and activities to introduce new ideas and promote diversity. Children and staff enjoy talking about their recent Eid celebrations and how they are looking forward to the Christmas festivities.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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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

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

Met