

# Kidszone Oswestry

Inspection report for early years provision

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<b>Unique reference number</b>	958972
<b>Inspection date</b>	16/02/2011
<b>Inspector</b>	Mary Henderson

<b>Setting address</b>	Cabin Lane, Oswestry, Shropshire, SY11 2LQ
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<b>Type of setting</b>	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 Oswestry opened in 2001. It is situated in the Eastern Oswestry Community Centre, in the North Shropshire town of Oswestry. It operates from one large room and separate baby room. The nursery serves the local area. All children have sole use of a secure enclosed outdoor play area. Access to the nursery is on ground floor level.

The nursery is open on from 7.30am to 6pm each weekday all year round. The nursery is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 49 children may attend at any one time. There are currently 90 children aged from birth to eight years old on roll. This includes 46 children in the early years age range. Children attend a variety of sessions including before and after school care, holiday care or full day care.

The nursery supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are 10 members of staff. All have an early years qualification to NVQ level 2 or 3. The nursery holds the Growing Together quality assurance award and they receive support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff foster positive relationships with the children and their parents which ensures inclusion. The staff also liaise well with other providers of the Early Years Foundation Stage which further promotes inclusion for all children on roll. The staff make good use of resources, equipment and outings to provide a broad range of opportunities to extend children's learning and development. Systems of self-evaluation are good and include management, staff, parents and their children. Most systems to maintain children's good health and to promote their sense of feeling safe are in place.

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

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

- ensure children access fresh drinking water at all times throughout the day
- support children in feeling safe and secure through preparing them for changes that may occur in the routine

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

The strong relationships between the staff and children and the parents ensure children's individual requirements are identified and met. Relationships with other providers of the Early Years Foundation Stage are also well fostered. This promotes inclusion for all children and ensures consistency. Risk assessments identify possible risk to children in the indoor and outdoor areas and all outings. Children are safeguarded because all staff have a good understanding of the policies and procedures to be followed. All adults are suitably checked and vetted.

The staff have a good understanding of how to support children with special educational needs and/or disabilities. The management works closely with staff which effectively communicates an ambitious vision thereby ensuring good outcomes for children. The self-evaluation systems in place are good and include input from the parents, children, staff and the management. The systems identify strengths and areas to drive forward ongoing improvement.

Information sharing with parents is good. There is written and verbal two-way exchange of information to ensure each child's needs are identified and met. The parents have free access to their child's learning and development files which provides information about their child's ongoing progression. Parents know there is an open door policy and that they have free access to all policies and procedures at all times.

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

The children are beginning to find out about their environment, identifying features and noticing the natural world. They enjoy a range of outings to places of interest such as walks around the local areas to notice the changing seasons and to listen for birds or look for insects. They also like to collect leaves to take back to the setting to look at and use to make collages. While on local walks they talk about the road workers they see and what they are doing. The children visit the local old people's residence with their key workers to chat to them and sing songs and rhymes for them during harvest time. Children enjoy looking after the worms and ants in their setting as they feed them and watch them move around in their sand or soil. The children have also explored the life cycle of a frog. They care for the frog spawn and release them into the local pond. Children's interest in animals and insects is further extended through visitors such as the animal man who brings in various reptiles and small animals and talks to the children about their habitats.

Children enjoy free flow play between the indoor and outdoor areas. In the outdoor areas the children like to ride their scooters and trikes and run around with their peers in the fresh air. They also extend their physical skills using the large climb and balance equipment under supervision of the staff. The children are beginning to learn about personal safety as they learn to cross the road with the staff on outings. They show a good sense of feeling safe in their environment as

they seek support and comfort from their key workers. However, at times the staff do not support their sense of security by ensuring they introduce visitors to them that arrive at the setting. Children's learning about staying safe is fostered through visits from the police and fire officers who talk to the children about what they should do if they get lost or become separated from their parents. All children are included in the evacuation procedures of the setting. Children enjoy a range of healthy fruits or toast at snack time along with drinks of water. They have either a packed lunch provided by parents or a cooked lunch brought over from the local school. However, although children are provided with drinks of water at meal times, fresh water is not always left out for them throughout the day.

During planned and spontaneous activities children use crayons and paints to mark make and create their own pictures. These are displayed for them in their play areas to foster their sense of belonging. Children are independent and like to make choices about what they want to do. The resources are easily accessed by the children as they are stored in low open shelving in well labelled boxes. Children's skills for the future and interest in information communication technology is fostered well as they use the computer, take photographs using the camera or make the remote controlled toys move back and forth around the floor. Children's problem solving skills are extended during circle time as they join in with number rhymes and count up to 20 with the staff.

Children are beginning to understand that people have different needs, views, cultures and beliefs. They are provided with a broad range of resources depicting positive images to challenge their thinking and help them to embrace differences in gender, ethnicity, religion, culture, special educational needs and disabilities. They also enjoy exploring festivals throughout the year through food tasting, dressing up, creative activities and stories.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of safeguarding	2
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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
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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