

# Mulbarton Kidzone

Inspection report for early years provision

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<b>Unique reference number</b>	EY359018
<b>Inspection date</b>	17/02/2011
<b>Inspector</b>	Geof Timms

<b>Setting address</b>	Mulbarton Infant & Junior School, The Common, Mulbarton, NORWICH, NR14 8JG
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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).

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 moved into its current premises and re-registered with Ofsted in 2007. The setting initially opened in 2002 and operates from a converted mobile building in Mulbarton in Norfolk. The setting is registered to care for a maximum of 18 children. It is open during term time from 3.15pm until 6pm each weekday. In the school holidays the setting provides an occasional play scheme, open from 8am until 6pm.

There are currently 34 children aged from four to 14 years on roll. Children attend the setting for a variety of sessions throughout the week. It is registered with Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff. One holds a National Vocational Qualification at level 3 in early years and three staff members hold qualifications at level 2. The setting receives support from the local authority

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

This well-established setting meets the needs of the children well. Staff provide a range of interesting and enjoyable activities, both indoors and outside. The staff ensure the club is fully inclusive and all attending have equal opportunities. Partnerships with parents and outside agencies are effective in ensuring all children are well supported. Most policies and procedures are in place to ensure all children are safeguarded well. The setting is developing systems to help evaluate its strengths and areas for development, such as including the views of children more. However staff are committed to improving the quality of the provision and are focused on developing their skills through ongoing training.

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

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

- extend risk assessments to ensure they cover everything with which a child may come into contact, this refers to mobile phones and computers
- improve the systems for self-evaluation to improve quality and assist continual improvement

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

Children are looked after well and safeguarded by staff who have a good knowledge of health and safety issues. Risk assessments are carried out on a daily basis and cover most of the environment, but these have not yet been updated to

include sufficient reference to new technologies, such as mobile phones and laptops. However, there is minimal impact on the children as staff understand the possible risks that these technologies may pose and provide a high level of supervision. Children and their families are known well to staff, who treat them all as individuals. There are detailed registration and medical forms and opportunities for parents to give staff information about their child's likes, dislikes and interests. All staff understand the child protection policy and training opportunities mean they update their skills regularly. Staff undergo appropriate checks and vetting procedures and are not left alone with children until these are complete. The recently appointed leader has improved the accommodation and made it a bright and interesting room with areas for quiet play, practical and messy activities, and a kitchen. Evacuation procedures are regularly reviewed and practiced, especially for the benefit of any new children. A good range of policies and procedures exists and is made readily available to parents.

Parents are well-informed about what their children have done at the club and those spoken to during the inspection were very positive and pleased with all aspects of the setting. They talk about how happy their children are and how well looked after. Sessions are well-led and organised, ensuring children stay safe and develop good relationships. Staff are especially skilled at promoting the interests of those children with special educational needs and/or disabilities. They have established good links with other agencies to increase their expertise in supporting a range of needs and abilities. Relationships between the setting and school staff are positive and information about the children's learning is shared effectively. This leads to, for example, some shared work where children work towards projects in the setting that they start in class. In addition, communication between the club staff and the school has led to the adoption of a consistent behaviour system of rewards. The staff are committed to improvement and are very open to new ideas, attend regular training and work well with other providers. For example, they have taken advice from local authority on enhancing their self-evaluation processes. Currently, staff meet and discuss ideas for improvement, and are working towards ways of engaging more people in this process.

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

Children enter the setting happily and excitedly, clearly looking forward to their time there. Those who look a little more tired after a day at school and those who are less sure of routines are very well catered for and looked after by the staff. There is a good balance between staff-led and child-initiated activities. The good resources include a range of equipment for imaginative and creative play. Children produce good quality paintings of family members and experiment with a range of patterns. During Chinese New Year children extended their creative abilities by making dragon masks.

Good physical development is promoted because the setting has access to the school's adventure play apparatus, giving children a wide range of climbing and balancing opportunities. Children are also taught a lot about eating and drinking healthily. They are provided with a fruit snack on arrival and during the session

children are given a further healthy meal and drinks. Children eat their snacks together at the tables and these occasions provide a very good opportunity to develop social, speaking and listening skills. Children are encouraged to work and play together and offer each other care and support. The use of parachute games develops good social and personal skills as children learn to take turns and to show trust in others.

The key worker system ensures the children know they have a designated member of staff to turn to if they are worried or upset. The club has recently set up a system for observing and recording children's learning. Even so, good observations are noted, such as how exciting activities encourage children to widen their vocabulary as they talk enthusiastically during play. Children say that they feel safe and understand routines, including evacuation procedures, well because staff give them clear guidelines. They make a positive contribution to the community in the way they work and play together. The staff ensure activities provide a good level of independence in preparation for the children's future lives.

## 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	3
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

<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

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