

Smart Zone Club

Inspection report for early years provision

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| Unique reference number | 199472 |
| Inspection date | 29/03/2011 |
| Inspector | Brian Evans |
| Setting address | Smart Zone Club, The Mobile, Bath Road, Cricklade,, Swindon, Wiltshire, SN6 6AT |
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| Email | |
| 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

Smart Zone Club opened in 2001. It is privately owned and run. It operates from a mobile building in the grounds of St. Sampson's Junior School, Cricklade. It serves the local area. The club has sole use during operation of a play room, cloakroom, toilets, kitchen and office. They have use of the school playground for outdoor play. The club is registered to care for no more than 32 children from 3 years to under 8 years at any one time. There are currently 100 children on roll. Children attend for a variety of sessions. The club supports children with special educational needs and/or disabilities and children who speak English as an additional language. The group opens from 8.00am to 9.00am and 3.00pm to 6.00pm during term time and 8.00am to 6.00pm, as well as flexible hours by arrangement, during the holiday period. There are 12 part-time staff working with the children. Of these, eight have appropriate qualifications to level 2 or 3. The setting receives support from Bright Horizons Family Solutions. It is registered on the Early Years Register and both the voluntary and compulsory Childcare Registers.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning and development because the setting works very closely with parents and carers to provide high levels of care. There is a good partnership with other agencies, which enables the setting to meet the needs of the individual child very well. Children are extremely safe and secure and have a stimulating spread of play experiences and activities. Staff work together as a well-knit team and continually strive to improve the provision through generally careful reflection on their practice. The setting has the good capacity for further improvement.

What steps need to be taken to improve provision further?

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

- improve the systems for evaluating the setting's effectiveness.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures are very robust. No adult is allowed to be alone with a child unless they have undergone rigorous checks with regard to their suitability to work with children. Well-organised documentation, risk assessments and detailed records ensure that the children are cared for appropriately. Policies and procedures, including those on safeguarding, equality and diversity, are updated regularly by the senior leaders to ensure that they reflect the best practice, and they are followed consistently by staff.

The manager and her team give excellent leadership to the setting. All staff are furthering their expertise by attending courses and thereby driving forward improvements in children's welfare and learning and development. Systems for evaluating the setting's effectiveness are good but not fully in place. There is a good balance between children being allowed to make their own decisions and the sensitive guidance given by staff based on their diverse individual needs. Indoor and outdoor planning includes a range of varied and stimulating activities covering all areas of learning. For example, wheeled tricycles and scooters are used imaginatively in the playground to support physical development.

Staff work closely in partnership with the local authority, striving to improve their good practice further. Resources and adults are deployed effectively. For example, children use the available, secure outside play areas as efficiently as possible to enrich their experiences by friendly competitions, such as when playing musical instruments.

Parents and carers have an excellent rapport with the staff. Parents and carers value highly the advice they receive in helping their children develop as individuals. Parents' notes displayed on the notice board reflect great satisfaction with the setting. There is a close partnership with the Reception Class on the same campus. This has helped all staff to work together to gain a deeper understanding of the requirements of the Early Years Foundation Stage and provides continuity for the children. All children on the site have access to adults when they wish to share problems or activities. All of these factors underpin the setting's good capacity to sustain improvement.

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

Children feel extremely safe in the setting and discussion with them reinforces this view. As soon as they arrive at the club, they settle very happily, have a drink and a biscuit, relate very well with one another and have fun. Boys and girls enjoy equally the full range of resources from the computer games to activity tables around the room. Two early years children immediately engaged in learning games on computers on arrival at the club, and others built and played with a full range of constructive toys. A small group immediately investigated and played together using musical instruments. Children are confident and respond to the well-planned and stimulating environment which is set out for them daily.

Club staff unobtrusively ensure that no child is left out, and offer themselves as very good role models by guiding children in the tasks they want to complete. Each child has a good relationship with all staff and, in turn, are treated and guided as individual personalities. Social and emotional needs and additional needs are met very well by sensitive adult intervention. Children make good suggestions, which are taken up by staff, enabling them to influence what snacks they eat.

Brief written observations by staff on early years children are placed in their learning profiles. These learning profiles are at an early stage, but they exemplify good practice in supporting the learning and development of early years children.

The activities observed during the inspection confirm the care with which staff provide suitable experiences for early years children across all areas of learning and how they complement the work in mainstream school.

The setting's focus on welfare is good. Hygiene and health are very much emphasised and reviewed. Staff keep up to date on current health issues. Children enjoy their healthy snack times and use the occasion to confidently talk with adults and with each other. Discussions with children confirm a very good understanding of effective hygiene routines and the benefits of an active lifestyle. Behaviour throughout is good and activities are characterised by a willingness by older and younger children to share and cooperate with each other.

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

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| 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

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| 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 | 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