

# Kid-Zone Longton

Inspection report for early years provision

---

**Unique reference number**

EY356805

**Inspection date**

25/05/2011

**Inspector**

Jane Shaw

**Setting address**

Longton Lane Cp School, Longton Lane, Rainhill, PRESCOT,  
Merseyside, L35 8PB

**Telephone number**

07867998070

**Email**

kidzone\_ele@yahoo.co.uk

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

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

Kid-Zone Longton is one of four privately owned provisions and was registered in 2007. The setting operates from the Library, reading bay and school hall within Longton Lane C.P. School in Rainhill, Prescott, Merseyside. Children have access to school outdoor play areas. The setting is open Monday to Friday from 7.30am to 9am and from 3pm to 6pm term time only. Children attend from the host school only.

A maximum of 24 children aged from four to under eight years may attend the setting at any one time. The setting also offers care for children aged eight to 11 years. There are currently 30 children on roll. Of these, 16 are under eight years and of these four are within the early years age range. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are three members of staff who work directly with the children. Of these, two hold a qualification at level 3 in early years, the nominated person who is qualified at level 4 is also available to cover. The setting receives support from the local authority and is a member of '4Children Network'.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kid-Zone Longton provides the children who attend with a welcoming environment, where they are included in all activities and opportunities. Staff know each child well, respect their uniqueness and individuality. As a result, their needs are well met and they make good progress in their learning and development. Children's care, welfare and safety are well promoted as a result of effective team working, clear policies and procedures. The setting has highly positive relationships with parents and carers and partnerships with early years professionals are generally effective. Leaders know the setting well and overall take effective steps to continually improve the quality of provision.

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

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

- develop further the two-way flow of information between all other early years providers which children attend to fully support continuity of care and learning
- support further the quality improvement process by providing regular opportunities for all staff to be involved in setting future priorities.

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

Staff demonstrate a clear understanding of the procedures to be followed in order to safeguard the children in their care. Evidence of appropriate vetting is in place to ensure the suitability of staff. Records, policies and procedures are well organised and effectively support children's welfare. For example, staff complete detailed daily risk assessments to ensure that the environment is always safe, clean and fit for use. Full risk assessments are completed on an annual basis. Other required records and documents are well maintained and reviewed in order to promote the safe and efficient management of the setting.

The setting demonstrates commitment to driving improvement and embedding ambition. Staff are committed to their role and attend training opportunities whenever possible to enhance their skills and knowledge. Systems for reflection and self-evaluation are in place. Strengths and weaknesses are accurately identified and the recommendations raised at the last inspection have been suitably addressed. Regular opportunities for all staff to be involved in setting future priorities is yet to be fully embedded. Staff organise the space and resources well in order to provide the children with a fun environment where their learning and development are well fostered. Staff have a clear knowledge and understanding of each child's individual needs and abilities which ensures that these are well met overall.

Engagement with parents and carers is good. They have access to a good range of information about the provision within the setting. For example, they are made aware of the settings' policies and procedures, the aims of the club and have opportunities to offer their views through questionnaires which are made available at the entrance to the club. Parents and carers spoken to confirm their complete satisfaction with the setting. Staff feedback to parents and carers as they collect their children about what they have been doing. Partnerships with other early years professionals are satisfactory. Communication takes place with teaching staff in the host school on a daily basis, which includes messages and specific issues relating to individual children's welfare needs. However, information about activities or individual children's progress and achievements is not consistently shared to fully support a complementary curriculum and continuity of learning. Equality and diversity is actively promoted and staff ensure all children have equal access to all opportunities and resources. As a result, inclusion is well promoted.

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

Staff have a good understanding of the learning and development requirements and use this knowledge to offer children access to a wide range of activities and experiences through play opportunities. A key person system ensures children feel safe and secure, and as a result, they make good progress in their learning and development. Children arrive from school happy and settled and make independent choices from the activities and resources available.

Children freely move between the indoor spaces and outdoor play areas and their behaviour is good. They share, take turns and play together well. Children show high levels of concentration and perseverance at activities as they build models. Snack times are social occasions where children from different classes and years enjoy sitting together with staff and talking about their day. This helps children to communicate effectively. They have a variety of opportunities to write, make marks and use books so their literacy skills are promoted well. Children develop good problem solving skills as they use table top activities challenging staff or one another to games of strategy, or as they build models and recreate patterns. They enjoy a variety of opportunities to develop physical skills through outdoor play, such as football and other ball games; indoors they skilfully use a games console, enjoying dancing and smaller skill development through craft activities. Skills and knowledge are extended further as they access the school outdoor play space, climbing and balancing equipment and explore the nature trail. Creative skills are developing well, exemplified when they produce unique individual and group pieces, such as colourful collages.

Children enjoy healthy snacks, and have several choices before and after school. They have access to fruit and drink at all times. They are aware of the need for good hygiene routines and together with outdoor play opportunities children's health, welfare and physical development are well promoted. Children are encouraged to develop an awareness of their own safety and well-being through discussions and are reminded about the safe use of tools and equipment and behaviour during their play. The activities and opportunities offered, staff interaction and commitment clearly support the development of children's skills for the future.

## 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	3
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
------------------------------------------------------------------	---

### 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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **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