

# Kidzone

Inspection report for early years provision

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**Unique reference number** EY409208  
**Inspection date** 21/07/2011  
**Inspector** Lynn A Hartigan

**Setting address** Cann Hall Primary School, Constable Avenue, Clacton-on-Sea, Essex, CO16 8DA  
**Telephone number** 01255 429 029  
**Email** chestnutgrovekindergarten@yahoo.co.uk  
**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**

Kidzone has been registered since 2010. It is privately owned and run by a manager. The Kidzone operates from a demountable building within the grounds of Cann Hall Primary School, in Clacton, Essex. There is an enclosed outdoor playspace.

The group is registered to offer before and after school care and a holiday club for 24 children at any one time, aged between five and eight years. There are currently 129 children on roll. The group opens each weekday from 7.30am until 9am and 3pm until 6pm during school term times. The holiday club operates from 8am until 6pm. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are strategies in place to support children with special educational needs and/or disabilities and children learning English as an additional language.

The group employs five members of staff, including the manager, of whom all have appropriate early years qualifications, from level two and above.

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

Overall the quality of the provision is good.

Children have a wonderful time at Kidzone after school and holiday club. The outcomes for children's welfare are outstanding and children progress through the Early Years Foundation Stage to a good standard. Children are exceptionally happy and settled in a very welcoming environment, that offers a good selection of resources that are easily accessible. Excellent opportunities are in place to communicate with parents and effective partnership enhances the children's time at the club. Staff value children's uniqueness and great emphasis is given to inclusion to ensure their individual development is supported. Some good systems are developing for self-evaluation and continuous improvement which ensures the outcomes for children are positive.

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

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

- ensure self-evaluation is exclusive to the setting and clearly identifies specific areas for future improvements in practice and the impact on outcomes for children.

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

Good systems in place and vigilant staff ensure children are effectively safeguarded. Effective systems are in place to ensure children are cared for by

staff that have completed all required suitability checks. Policies providing clear guidance and a good awareness among the staff ensures children's well-being is protected at all times. Staff are committed and supported to training opportunities which includes regular safeguarding children courses. This ensures staff are able to develop their individual knowledge with regard to child protection issues and keep up-to-date with current practices. Children display an excellent awareness of safety issues and how to keep themselves safe.

Completion of risk assessments ensure potential hazards are identified and promptly addressed. For example, a roller towel in the bathroom is promptly replaced with paper towels to ensure children are protected from cross-infection. Staff ratios and good supervision by staff enable children to play and learn within a very safe, secure environment. The after school club has a very friendly and homely feel. The manager is enthusiastic and staff are dedicated to ensure children have a fun time. The room is organised to ensure children are able to initiate their own play. For example, resources are labelled and easily accessible. Resources and posters are displayed to stimulate the children's thinking about the importance of looking after themselves. For example, the children have produced posters to remind them of protection in the sun and 'Kidzone' rules. A good selection of quality toys and games are easily available within both the indoor and outdoor environment.

The manager is successful in inspiring her team of staff to strive for excellence and leads by example. There are few staff changes and the staff clearly understand their roles and designated responsibilities. As a result of a strong team, the children receive continuity and quality care. The morale of the staff is good and they have realistic expectations and plans to ensure continued improvement for the setting. A systematic procedure is now in place to evaluate the provision and the service provided. However, this is not always exclusive to the holiday club and after school care and is just beginning to include all staff, parents and children's views.

The staff are committed to working in partnership with others and have established excellent partnerships with the teachers and other agencies involved with the children. Children are collected from school and good opportunities are in place to ensure any relevant information can be shared when children are collected. Staff have developed superb partnerships with parents and carers. All parents speak very positively with regard to every aspect of care offered to their children, commenting that all staff are approachable and there is good communication opportunities. They comment on the variety of activities offered and the fun their children have when attending. They express their complete gratitude for the support the club offers to their children and the whole family. Extensive and varied opportunities are available for communication. For example, policies and procedures, planning and news letters are readily available.

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

Children are cared for by staff members who have a good knowledge and understanding of how children learn and develop. Children are provided with a varied selection of fun, learning opportunities. The exceptionally child friendly and homely environment strongly reflects the children's backgrounds and wider community creating a most welcoming place to play. Displays of the children's art work and models enhance the indoor environment and create a real sense of belonging.

Staff have a good knowledge of the Early Years Foundation Stage and the learning and development requirements. Good attention is given to the educational programmes for the children attending the club who are still within the Early Years Foundation Stage and outcomes for children are exceptionally good. Children are supported well and are strongly encouraged to initiate their own play and learning. Their ideas are valued and considered when planning. For example, children's interests in the solar system are supported as activities to discuss and make models of planets are arranged. Children are engaged in their play throughout their time at the after school club. They confidently move around and select board games and play well together, showing sustained levels of concentration at their chosen activity.

Highest priority is given to welcoming not only the children but their whole family into the setting. Positive partnerships are established with the parents to ensure children's individual needs are met. Learning journeys document the children's development and photographs and children's work are used to support the observations made. Parents are offered many opportunities to comment on their children's development and achievements. Identified next steps of learning are used effectively to guide future planning of activities.

All art work is beautifully displayed and is the children's own work. Children spontaneously express their creativity. For example, they draw pictures of animals and make homes for their pets using boxes, paper and glue. They are proficient in using scissors. They have immense fun dressing-up and participating in talent shows. They enjoy the hairdressing and make-up sessions. Children bring their favourite CDs from home and these are played at snack and meal times, they happily sing and dance to the music and practise their acts to perform in an arranged talent show.

Younger children have immense fun using a mix of gloop and shaving foam. They make patterns, shapes and write their names in the foam. Some good opportunities are available to discover and explore using sensory and natural materials. The children make dens in the outdoor environment. Outcomes are clearly attributed to the good use of resources. Children excitedly participate in cooking activities and make 'bangers and mash' and decorate cakes and biscuits. Staff listen with interest to the children who have formed close attachments. Staff are sensitive in their management of children and their behaviour, as a result children's behaviour and their relationships with the staff and their peers is good.

Children's health and safety are significantly enhanced by the policies and procedures that underpin practice. Children learn to take responsibility of their own personal needs through the everyday routines. They can independently access the bathroom and know to wash hands following a visit to the toilet. They confidently explain about the fire drill process and rules for playing outdoors. The provision of appropriate clothing ensures playing outdoors is an option in all weathers. They choose to play football in the rain and have their snack in the covered theatre area.

Diversity is reflected in every area of the club and very good resources are readily available. An abundance of positive images and text are displayed throughout the setting for both children and the parents that prompts conversation. Children are beginning to understand about the wider world through topic work and celebrations acknowledged within the planning. For example, they make wheelchairs when discussing mobility and use these in their everyday play. They celebrate different countries and their cultures as this is included within the planning. For example, children enjoy eating spaghetti and meatballs when it is 'Italian week.' Each child's unique background is embraced and celebrated and children learning English as an additional language are supported well.

## 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	1
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	1

### 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	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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