

Kidz R UZ Limited

Inspection report for early years provision

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| Unique reference number | EY428080 |
| Inspection date | 08/09/2011 |
| Inspector | Angela Cole |

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| Setting address | Greatfield Park Primary School, Hulbert Crescent, Up Hatherley, CHELTENHAM, Gloucestershire, GL51 3FZ |
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| Email | kidzruz@hotmail.com |
| 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.

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

Kidz R Uz first opened in 2002 and was re-registered in 2011 as a limited company managed by the two director /play leaders. It operates from the main hall of Greatfield Park Primary School in the Up Hatherley area of Cheltenham, Gloucestershire. The breakfast and after-school club has use of the hall and servery. There is an outside courtyard for children's play and they have use of the enclosed playground and field. The club is open each weekday during term time from 7.45am to 8.45am and from 3pm to 6pm.

The club is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for up to 32 children from four to eight years, including 32 in the early years age group. Older children up to 11 years of age may attend the club and all of the children are pupils of Greatfield Park Primary School. There are currently seven children in the early years age group on roll.

There are six members of staff who all hold appropriate playwork, early years or education qualifications. Of these, one member of staff is working towards a further qualification and a director holds a degree in Education Studies. Operational links are in place with the school on whose site the club is located.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The club effectively embraces the Early Years Foundation Stage framework to offer a wide range of interesting experiences for children out of school. Overall, support for children's development and learning is good in a calm, relaxed atmosphere where children of varying ages enjoy one another's company. Exceptional equality and diversity are promoted and the established key person system enables children and their families to be warmly welcomed and settled. Most policies, procedures and documents are up to date. In practice, any hazards are minimised, though risk assessment is not recorded to support the review of safety arrangements. Positive partnerships effectively enhance the quality of care that children receive and staff demonstrate good commitment to ongoing improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- make a record of risk assessments clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare). 22/09/2011

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

- review the complaints procedure to provide parents and carers with up to date information about the children's welfare
- analyse what you know about each child's progress to plan next steps to help meet their development and learning needs.

The effectiveness of leadership and management of the early years provision

Staff in the out of school club have a good understanding of the need to protect children from harm. Children are well safeguarded by staff who conscientiously update their knowledge regarding child protection procedures. The staff's ongoing suitability to work with children is checked and good arrangements are in place to protect children from people who are not vetted. Staff keep children safe on the premises by minimising hazards, though they do not record risk assessment to support the regular review. Policies and procedures are available to parents and carers at all times and are checked annually. For example, the safeguarding policy is currently being updated to reflect the Local Safeguarding Board procedures. Parents are generally made aware of the procedures staff will take in the event of a complaint. Other documentation, including that which supports children's health care, is consistently completed and updated.

The team of staff work well together and are clear about their roles and responsibilities. For example, the 'buddy' key persons know the children very well. They liaise closely with their parents, school teachers and any other agencies involved in the children's well-being. This effectively supports the consistency of care and sharing of information about children's interests and what they do. Parents receive detailed information about the club's flexible service in the brochure, letters, website and daily conversation. They feel well involved in their children's play and development and appreciate the friendly rapport that is established with families. They are well aware of the enjoyment their children experience through the wide range of stimulating activities and experiences made available at the club.

The hands-on director-managers manage the club effectively with high levels of careful reflection on their practice. For example, they are enhancing the provision through advice from external business professionals and contributions from a local focus group. Written self-evaluation is now undertaken, with staff and parents' comments being used to identify the strengths and what areas can be improved. For example, staff's professional development is well promoted and when child protection training is renewed, all staff intend to complete enhanced courses. Resources, such as toys and equipment, are managed very effectively so that children make good use of these for their own ideas. All children make good use of their time at the club. Their views are valued and they are consulted on what materials to purchase, activities to be offered and topics to be organised. Equality and diversity are highly promoted with excellent outcomes for children. As a result,

children are making outstanding progress in their understanding that, although everyone is different, all are equally important.

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

Children enjoy their time at the club and have fun in the company of the staff and children of different ages. They demonstrate consideration for others and the older children present have a positive impact upon the care of the younger children. They are sensitive to their needs and happily include them in their play and conversation, for example, when role playing with dressed figures. Staff set up sociable groups in which children play group games to help them settle and interact considerately. Children effectively learn about the importance of being healthy. Good personal hygiene practice is promoted as children know to wash their hands before they eat and routinely do so with care. They choose from ample quantities of healthy food which is offered for breakfast, after-school snack and tea. They also eat food they make during cooking activities, including decorated buns. A choice of drinks is readily available throughout each session so that they do not become thirsty.

The children choose to play with items from the range of activities available and can ask for other resources that they need. Staff regularly observe each child's activities to offer good support for their progress. However, no record is kept to analyse the areas of learning covered or to systematically plan for their next steps. Planning includes suggestions that children offer to build upon their ideas and interests. For example, they request to play with dough as an alternative to the current modelling clay. Children acquire good skills for the future. They spontaneously engage in conversations and in activities that involve painting, drawing and writing, for example, creating family cards. They confidently pose problems for themselves, such as placing 'furniture' to design their own 'house'. Open-ended themes, including 'Christmas', are used as starting points for children's ideas. Children concentrate well on their chosen play. This includes computer-based and boxed games, role play with dressing-up clothes, reading stories and construction of complex models with bricks and figures.

Children feel safe as they come from nearby classrooms to the club area. They enjoy regular, outdoor activities, for example, relaxing in the courtyard. They learn to keep themselves safe during energetic activities, such as group games and play on the adventure playground. They are well supported to think of safety as they participate in challenging activities that present elements of risk, including running under a parachute. They regularly practise well-recorded fire drills so that they know how to respond in an emergency. Children behave well because they are interested and engaged throughout the club sessions. They are clear about boundaries, willing to take turns and use good manners as a matter of course.

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 | 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 | 2 |

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 | 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