

Kidzone

Inspection report for early years provision

Unique reference number 250066
Inspection date 12/10/2011
Inspector Lucy Showell

Setting address St Margarets Primary School, Richmond Road, OLTON,
Solihull, West Midlands, B92 7RR

Telephone number 0121 706 5020

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Type of setting Childcare - Non-Domestic

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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 out of school club opened in 2000 and Little Kidz wrap-around provision was added some years later. Both are managed by the Voluntary Management Committee within the same registration. The setting operates from St Margaret's Primary School, which is situated in Olton, Solihull. The children have use of a large classroom within the school, including kitchen facilities for the out of school club and the nursery classroom is used for the wrap-around sessions. The children have access to the fully enclosed school playground and fields for outside play. The setting is open every week day during school term time. Sessions for the wrap-around provision are from 11.30am to 3.30pm and the out of school sessions run from 8am to 9am and from 3.30pm to 6pm.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. There are currently 11 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years, with many in this age range currently on roll. Children attend for a variety of sessions. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs four members of child care staff. Of these, one staff member holds an appropriate early years qualification at level 4 and two at level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Kidzone out of school club and Little Kidz wrap-around sessions provide a welcoming environment and ensure strong relationships are fostered between caring staff and happy children. Staff have a good understanding of the Early Years Foundation Stage and sound knowledge of the welfare requirements within. Their valuable partnership with parents and respectful associations with other early years professionals ensure that all children's individual needs are inclusively and consistently met. Effective practice is supported by well-written policies and procedures and the informative documentation in place. Constructive methods of self-evaluation have been used previously and staff are working on the identification of strengths and priorities for improvement. As a result, the setting shows good capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- refine the use of quality improvement processes as the basis of ongoing internal review through assessing what the setting offers against robust and challenging quality criteria and to show the impact on the outcomes for

children currently attending.

The effectiveness of leadership and management of the early years provision

Staff have clear understanding of child protection procedures and knowledge of reporting concerns and dealing with allegations. This is supported through relevant documentation which is readily available and shared effectively to ensure all children are safeguarded. The written policies in place have been reviewed and updated to provide robust information for parents and other service users. Relevant information is displayed clearly, providing details of staffing structure, organisational procedures and activities. Staff are vigilant in the supervision of children. When they use additional areas of the building, such as the toilets, children are always accompanied and staff check that they are vacant before they go in. They share space and equipment effectively, are well behaved and are actively involved in taking care of their surroundings. Children are involved in making decisions about the setting, such as helping to devise the rules and sanctions. As a result, children are considerate towards each other and aware of their own and others safety. Clear and detailed written risk assessments have been completed and records of checks carried out are maintained well. The robust recruitment and vetting systems in place ensure that all people working with the children are suitable to do so and accurate records show clear information regarding training, experience and qualifications. The staff team evaluate what they do in order to make ongoing improvements. A previous self-evaluation document has been completed and was well written and targeted to meet the needs of the children attending at the time. Unfortunately this has not been carried out for the current children and consequently, priorities for improvement are not identified. They seek and take advice from other professionals and actively ask for the views of children and parents to be expressed. This feedback is used to good effect in making positive changes. The setting is well-resourced, providing various activities and opportunities for the enjoyment of all children present. The good range of quality and durable equipment and the staff's pro-active approach to the use of resources from the local environment, ensures their sustainability.

The strong leadership and management and staff relationships promote efficient team work. All staff are proactive in the implementation of their roles and daily responsibilities. For example, the good use of initiative ensures that all children are closely supported and supervised and are kept active and involved. Good relationships with parents are clearly established. All parents, carers, grandparents and siblings are clearly involved and well-informed. Many have used the setting for several years, booking well in advance to secure a place. Initial information about the children is shared before the care commences. For example, new contracts are completed, all consents are in place and valuable discussion about the children's progress and preferences takes place. As a result, the staff know the children very well and are able to provide experiences and opportunities that are both fun and stimulating. The staff work closely with the school and the parents of children who have special educational needs and/or disabilities or English as an additional language. This ensures consistency in approach and good understanding of the support systems available and the processes to follow. There are established and

valuable relationships between the setting and school staff. As a result, staff tailor their approach to each child's needs, ensuring that what they provide compliments the education and care provided within school.

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

Children happily enter the setting, greeting each other as they arrive and they receive a friendly welcome from the staff. They enjoy a wide variety of interesting and fun activities. Regular use of the outdoor facilities promotes the importance of exercise and fresh air. Children can run, skip and jump in the open spaces and climb in the wide spread and low branched tree, helping them to keep healthy and fit. In the main room a comfy 'chill out' zone enables time for rest and relaxation and mattresses and blankets are available for those needing a sleep. Adult support and clear routines help children to understand good hygiene and healthy lifestyles. For example, children are taken to wash their hands thoroughly before eating and wait for the tables to be cleaned before being served their food or opening their lunch boxes. Meal times are a great opportunity to socialise and share their news with friends and family as all children come together at this time.

Children have a strong sense of belonging as they select from the diverse range of resources available. They are keenly encouraged to make their own decisions about the opportunities available and enjoy the responsibility of planning activities. Staff observe and assess the children individually, communicating their findings with those within school to produce an overall development profile for each child. These include details of children's progress and next steps in their development which are used to inform the planning. Children also participate, giving their suggestions for activities, such as cooking, sports tournaments and special events. Staff tend to plan a focused activity for each day relating to a theme or linking with children's interests or situation. For example, at the start of the school year, staff were aware of some behavioural issues and planned games which required sharing, taking turns and team building outside. Overall, boundaries are established and co-operation is promoted.

Children's progress is extended across all areas of learning and development. This is because staff use questioning and interaction skilfully, building on what children already know and can do. There is an array of themed opportunities for children, such as, tasting meringues with fresh fruit and cream as they learn about foods from around the world and dressing up as pirates as they navigate through the woodland area and onto the ship following the treasure map. In addition to this, they have great fun using their imaginations as they act out scenarios with the wild west characters, trains and track or the dolls, clothes and push chairs. They take turns to play on the games consoles, challenging each other with their favourite games. Older children are very proud to share their experiences from school which involves younger children in their learning. For example, they are full of enthusiasm about projects in the classroom and use the toy soldiers and military buildings to show how they have been learning about the world wars. Overall,

children are happy, relaxed and well cared for and benefit greatly from the good range of opportunities and experiences on offer.

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

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

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	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	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

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