

Kidz Zone

Inspection report for early years provision

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Inspector

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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

Kidz Zone was registered in 1994. It operates from Aspire National Training Centre in Stanmore within the London Borough of Harrow. Children have use of the sports hall and outdoor areas. The play scheme serves children and families from the local community.

The play scheme is registered for a maximum of 20 children under eight years; of these, not more than five may be in the early years age group. There are currently eight children in the early years age group on roll. The play scheme also provides care for children up to 14 years. The play scheme supports children with special educational needs and/or disabilities and children with English as an additional language.

The play scheme operates during the school holidays each weekday from 8.30am to 4.00pm. The play scheme is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. The play scheme employs four staff to work with the children, of these, two hold early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

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Children thoroughly enjoy themselves at the play scheme. Staff safeguard the children appropriately, although they do not regularly practise the evacuation procedure. Inclusion is successfully promoted as each child is fully included in the life of the play scheme. Good partnerships with parents ensure that children's individual needs are well met. Most of the required documents are in place; however, not all parental consents have been requested and a procedure to follow if a child is not collected is not in place. Staff are beginning to evaluate their provision and show sufficient capacity to maintain development as they introduce new improvements.

What steps need to be taken to improve provision further?

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

- request parental permission, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (safeguarding and promoting children's
- 30/11/2011

- welfare)
 - develop a written procedure to follow in the event of a parent failing to collect a child at the appointed time.(Safeguarding and promoting children's welfare)
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To further improve the early years provision the registered person should:

- practise regular fire drills to ensure that children and staff become familiar with the fire evacuation procedure.

The effectiveness of leadership and management of the early years provision

Safeguarding procedures help to ensure that children are protected. The manager is aware safeguarding issues and is able to respond appropriately if she has any child protection concern. There are suitable systems in place for the safe recruitment and selection of staff working directly with children. All the required vetting procedures have been carried out to check all staff are suitable to look after children. Risk assessments and safety are robust and cover all aspects of the setting used by the children

to ensure potential hazards are indentified and addressed. The provider has failed to comply with their conditions of registration; the provider is caring for more children in the early years age group than their conditions of registration allow. The manager gave a reasonable excuse for doing so and on this occasion Ofsted does not intend to take further action. The manager demonstrates a sound commitment to developing practice and is beginning to identify priorities for further development, some of which improve outcomes for children. Satisfactory improvements have been made since the last inspection. For example, systems are now in place to ensure that staff working with the children are suitably vetted and staff seek the views of the children to plan suitable activities to meet their individual needs.

Staff organise the premises in order to meet the needs of the children and to ensure it is safe, secure and welcoming. Children have daily access to the outdoor play area for fresh air and exercise. The manager deploys staff to ensure that children are supported throughout the session; staff are vigilant and make sure children are always well supervised. Most written policies and procedures are in place and are available for parents. However, some regulations have been breached. Staff have not requested parents written consent for seeking medical emergency treatment and for daily outings. In addition, a written procedure to follow in the event of a parent failing to collect a child at the appointed time is not in place. As a result some aspects of children's health and safety are not fully promoted.

Inclusive practice is well promoted within the centre. Staff work effectively with parents to ensure that children with special educational needs and/or disabilities benefit from a very positive and rewarding experience. In addition, staff have appropriate experience and skills to ensure children's individual needs are

successfully met. Consideration is given to developing children's awareness of a wider society through discussions about celebrations of festivals. This helps children learn to value aspects of their own lives and the diverse society in which they live. Children's well-being at the play scheme is enhanced by the successful partnerships staff have with parents. The strong relationships between staff and parents lead to children's individual needs being well met. Staff ensure that parents provide detailed written information about their children's individual needs including any special needs and/or disabilities or cultural and linguistic requirements. Parents are well informed about the play scheme and what their children do; for example, through regular email and daily chats. This helps them to be effective partners in their children's care and learning. Staff establish links with local schools by inviting children into the play centre to participate in a range of sporting events and through discussion reflect commitment to working closely with other agencies supporting the children.

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

Children are confident and well-settled in the play scheme. A good rapport is established between the children and staff. They interact well with the children; they laugh, join in games and have fun with them as well as giving support when needed. Consequently, the children are confident to approach them and express their needs. All children are encouraged to be active participants and are fully included in the selection of activities provided. Staff place a strong emphasis on play, having fun and building positive relationships. The range of opportunities offered to the children acknowledges their interests and views, and successfully supports their learning, especially their physical development. Staff undertake observations of the children and uses these observations to inform planning to help children make good progress in their learning and development.

Children have lots of fun participating in a wide range of interesting and exciting outdoor activities that offer suitable challenges. For example, they enjoy swimming, archery, orienteering, scavenger hunt, football and basket ball, which fully promote their physical skills. Children thoroughly enjoy horse-riding lessons where they develop confidence and learn new skills such as balancing. They listen carefully and follow staff instructions; for example, how to guide the horse to move and stop slowly. Children have good opportunities to enjoy a selection of indoor activities such as snooker, cooking, fancy dress, face painting arts and crafts, making salt dough and designing and creating their dough models. These activities promote all areas of learning well.

Children are cared for in a clean environment and good hygiene routines followed by the staff and children help to prevent cross-infection. Children know they must wash their hands after horse riding, before eating their lunches and after visiting the toilet. Children enjoy eating their packed lunches and snacks that are prepared by parents. Parents are closely consulted about any dietary needs their children may have and information is recorded. Children recognise when they are thirsty

and are offered fresh drinking water throughout the day. Children have daily opportunities for fresh air and exercise, with a choice of equipment to help develop their large muscle skills.

Children are encouraged to learn about how to keep themselves safe. For example, they are provided with first hand experiences during outings as they learn to cross the road safely by looking left and right. However, regular fire drill practises are not carried out to enable children to become familiar with the procedures for leaving the premises, should an emergency arise. Children behave well and show a caring attitude towards each other. They are confident and share good relationships with the staff and each other. Staff remind children of the rules and children's views are valued when agreeing codes of conduct for acceptable behaviour. Children are given praise and encouragement for their efforts and achievements, which promotes their self-esteem and confidence.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
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