

Shotley Kidzone

Inspection report for early years provision

Unique reference number	251629
Inspection date	15/11/2011
Inspector	Debbie Kerry
Setting address	C/o Shotley CP School, Shotley, Ipswich, Suffolk, IP9 1NR
Telephone number	01473 787873
Email	
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).

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

Shotley Kidzone are a committee managed facility. The group has the sole use of purpose-built premises, which are situated next to the local primary school. There is a secure, fully enclosed outdoor play area. The premises are fully accessible.

A maximum of 24 children may attend at any one time. There are currently 37 children attending who are within the Early Years Foundation Stage. The setting is in receipt of funding for early education. A lunch club is operated by the pre-school, The setting also runs a breakfast club, after school club and holiday club for children attending the primary school.

Pre-school sessions operate during term time only on Monday to Friday from 8.45am until 11.45am, with a lunch club operating daily until 1pm. Afternoon sessions operate on each afternoon, apart from Tuesdays from 12noon until 3pm. The breakfast club operates Monday to Friday from 7.45am until 8.45am and the after school club hours are 3.15pm until 6pm. The holiday scheme operates during holiday times, Monday to Friday from 8am until 6pm. The setting supports children with special educational needs and/or disabilities and children with English as a second language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs five staff, all of whom hold relevant early years qualifications. The manager is qualified to degree level and holds Early Years Professional Status. The setting receives support from the local authority and is a member of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's welfare, learning and development in the Early Years Foundation Stage is effectively enhanced by the dedicated and well-trained staff. Children's individual learning needs are fully understood and through regular observations undertaken by staff, their interests and the next steps in their learning is clearly identified and included in the planning. The setting has developed excellent relationships with parents, so that children's learning and development is fully enhanced in most areas. The staff seeks support and advice from other professionals to ensure that children's individual needs are fully understood and effectively supported and enhanced. The pre-school has comprehensive, robust procedures in place to evaluate and monitor their excellent practice on a regular basis.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing children's records further to reflect how they are progressing towards the early learning goals in all areas of learning.

The effectiveness of leadership and management of the early years provision

The nursery has comprehensive policies and procedures' regarding safeguarding children in place to ensure that children's welfare and safety is a very high priority. All staff have an excellent understanding of their responsibilities regarding safeguarding children, all have attended training and this is maintained through their professional development. Clear information, which includes local contact details are displayed, ensuring that children's welfare is effectively promoted. The pre-school has robust procedures for the emergency evacuation of the premises to ensure that children's safety remains a high priority. These are practised on a regular basis with all children to ensure they develop an excellent understanding on how to keep themselves safe. Comprehensive risk assessments include all areas and equipment to reflect the high commitment in ensuring children are effectively protected from any potential hazards for all areas. For example, the resources and equipment, which are reviewed each term and all adult focused activities are risk assessed to ensure that they are effectively protected from any potential dangers. Children are taken on regular walks within the local community to explore and develop their understanding of their environment. Comprehensive risk assessments are completed and include all aspects to actively contribute to children's safety.

The staff have developed excellent relationships with parents. Through comprehensive daily verbal feedback, parents are kept fully informed about their child's learning and development. Staff provides parents of some children with a link contact book, so any concerns can be noted and exchanged when they attend. This ensures that staff work closely with parents and carers, so children's individual needs are effectively supported. Parents speak very highly of the care and learning provided for their children and the excellent progress that they have made in their learning and development. Parents are kept fully informed about the provision through the notice board where copies of the pre-school's comprehensive policies and procedures are displayed. They are very pleased with the regular consultation meetings held with their child's key person to view and the discussion on their child's progress each term. Children's learning journey records are available for parents to view anytime, to add comments about their child's interests and learning at home, to reflect their high level of involvement with their child's learning. The pre-school has developed a website, so that all information about the setting is readily accessible. Regular newsletters on planned activities, fundraising events and outings, keep parents fully informed.

Staff have exemplary procedures for the exchange of information on children's learning and development if they attend other early years settings. This ensures that all those involved are updated with their progress. Parents are provided with a questionnaire each term for regular feedback can be obtained. Areas for development can be identified, so children's needs continue to be effectively met. Staff have excellent relationships with primary school staff and before children

start they attend weekly to practise phonics and letter sounds to support their early reading skills. Children join in with school assemblies and celebrations. They use the hall and field for Physical Education. Teachers visit the children to ensure when they transfer they are highly confident, as they are use to the new surroundings. All documentation on their learning and development is passed onto the school providing a comprehensive understanding on their learning. Children are allocated a key person on starting and have a trial visit, so staff gain a comprehensive understanding on their individual capabilities.

All of the staff hold early years qualifications and some hold play work qualifications to support the older children. The pre-school holds regular staff meetings where areas of practice are discussed with a view for improvements. Planning for children's learning and development is undertaken regularly, which involves all staff. Ideas for development and a questionnaire are completed by staff each term on their already exemplary practice. The self-evaluation form is reviewed termly to reflect the high commitment of staff in maintaining continuous improvement. The comprehensive range of policies and procedures are regularly reviewed by staff and committee and updated with any changes to their exemplary practice. All staff are supported with their continuing professional development to significantly enhance all aspects of children's learning and development. The local authority have recently awarded the manager 'Lead Practitioner Status' as an example to other early years settings.

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

Children are provided with a variety of healthy foods for snacks to enhance their healthy growth and development. Parents provide a packed lunch for children staying for lunch and this is stored inline with environmental health guidelines. Children are fully involved in deciding when snack is eaten, as this is made available over an extended period during sessions to promote their independence. Children access large equipment in the garden area, fully supervised by staff. Children enjoy a range of physical play activities where they can climb, jump and ride to actively enhance their physical development. Children regularly undertake walks in the surrounding farmland to see the animals. They have raised beds in the growing area, to dig and explore to learn about their environment. Children have planted flowers and vegetables. They collect and help to prepare the vegetables to eat at snack and cook them for tea. This helps them to learn about eating foods to promote their healthy growth and development. Children have effective personal hygiene routines, as they know that they wash their hands before eating and after using the toilet. All staff hold current food hygiene certificates, robust procedures are followed when preparing and cooking food.

Children are able to recall and talk about events from their past, to help develop good memories and their thinking skills. Children choose CD's and listen to the songs they like. They play games on the computer, using the key board with skill to develop their understanding around technology. Children experiment with paint and observe the changes when they mix two colours together. They make patterns

with wheeled toys dipped in paint and hand prints to develop their creativity. Children are confident communicators, they talk freely with each other and staff, sing songs and rhymes from memory and join in with stories they hear. Children are learning how to count, as staff read stories to them on counting. Staff use props to link with the story and children hold the different animals, to capture and enhance their interest in the written word. Staff use Makaton when they talk about the different animals. All children can then be included and participate fully in the activities regardless. Children are developing excellent self-care skills, as they pour their own drinks and put on their coats and shoes before they go home. Children choose books to share with their parents. This helps to develop their knowledge that print carries meaning and further involves parents in supporting their children.

Children are actively engaged and show high level of involvement and interest in the activities provided. Children learn about the wider world, other cultures and beliefs through a range of activities and celebrations undertaken. Children can access a range of resources that reflect our wider society. A member of staff holds additional qualifications, so children with special educational needs and/or disabilities can have their individual learning needs fully understood and supported. The low-level open storage enables children to self-select resources to meet their interests and promotes their independence effectively. Children are learning expected codes of behaviour, as they display excellent manners to each other and staff. Children are learning to share and wait for their turn and help to tidy up. This is highly effective in helping them to learn respect for their environment, their toys and resources. Staff are excellent role models for children and provide them with positive examples on expected behaviour.

All staff have an excellent understanding on the Early Years Foundation Stage and work together to effectively plan a range of activities around individual children's interests to actively enhance their learning. Regular observations are undertaken to identify children's interests and the next step in their development. Children's individual learning needs are included in the weekly plans. Each child's key person has an excellent knowledge of their learning needs. The plans include both adult-led and child-initiated activities to promote individual interests and to effectively enhance learning. Children's records show what they can do, have achieved and are clearly linked to the six areas of learning. However, they do not show how children are progressing through the development scales to reflect their continued progress. Staff plan for children in the out of school club and ensure that their individual interests are fully enhanced and supported. They support children fully with continuing topics or projects they are undertaking at school to extend and consolidate their play and learning.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1

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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