

# Kidzone 4

Inspection report for early years provision

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**Unique reference number**

EY433524

**Inspection date**

01/03/2012

**Inspector**

Lisa Cupples

**Setting address**

St. Albans C of E Primary School, St. Albans Road,  
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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 4 St. Albans registered in 2011. It is privately owned and is one of five Kidzone clubs. It is set in the grounds of St. Albans Church of England Primary School, in Havant, Hampshire. The premises are easily accessible and children have use of a resource room with a computer suite and toilet and kitchen facilities. They also have access to the school playground, playing fields and adventure trail.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It may provide care for a total of 32 children aged from four years to 11 years. There are currently 26 children in the early years age group and 36 older children on roll. The breakfast club opens from 7.45am to 8.45am and the after school club from 3.30pm to 6pm Monday to Friday during term time.

The setting employs two members of staff who have a level 3 childcare qualification. There are also cover staff available at other Kidzone settings.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are happy and settled. The staff team know the children and their families well, enabling them to meet individual needs effectively. As a result, children are making good progress towards the early learning goals. Partnership working with the school is a real strength of the club, helping ensure continuity of care, play and learning for all children who attend. Overall, the sessions and activities are organised well and run smoothly. Staff are all actively involved in monitoring and evaluating the effectiveness of the club, demonstrating a good capacity to improve.

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

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

- develop further outdoor play and learning experiences to ensure all six areas of learning are covered on a regular basis
- improve the organisation of times when children use the computers

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

All staff have a very good understanding of child protection procedures and how to implement them to safeguard children. They have attended safeguarding training and detailed systems are in place to record and report any concerns. All children enjoy a safe and secure play and learning environment because staff are vigilant and minimise any potential risks to them. For example, daily checks are carried out on the premises and equipment before children arrive. Full written risk assessments are completed, covering all areas children come into contact with, both inside and outside. All visitors to the club are required to show identification at the main school reception and sign the school visitors' book. They also sign the club visitors' book to ensure an accurate record of everyone coming into contact with the children is maintained. The setting has robust recruitment and vetting procedures in place to help ensure all staff are suitable to work with children. There is a full induction programme for new staff and volunteers so that everyone is fully aware of their roles and responsibilities.

All staff play an active role in evaluating the club to drive improvement for the children who attend, for example, re-organising snack time to ensure children are not waiting for long periods of time. On arrival, children now choose which sitting they prefer, allowing them to participate in activities either before or after snack time.

All children have access to a wide range of resources, activities and play materials. Children use a range of multicultural resources on a daily basis. They celebrate international festivals in line with the school, developing an understanding of the world around them. Children enjoy a fully inclusive play and learning environment where they are valued as individuals. Staff actively listen and respond to children's needs and interests, helping them feel valued. Children's registration forms are completed with staff and parents and they discuss any specific requirements in detail.

Staff have a strong partnership with parents and the school reception staff. Through discussion staff are aware of children's individual welfare requirements and their play and learning needs. Staff share information with school staff about the children's identified next learning steps to ensure continuity and cohesion for the children. Parents' and children's views are actively sought through discussion and questionnaires. Staff value parents' views and suggestions; for example, they have introduced a short session for children to complete their homework while at the club.

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

Staff have a clear understanding of the Early Years Foundation Stage framework and how to implement it effectively to fully support children. They spend time observing what children can do and note their progress. They use this information, alongside children's interests and information from the school, to plan a flexible curriculum to meet children's individual needs. Children participate in a wide range of indoor activities that cover the six areas of learning. However, outdoor activities covering all six areas of learning are not regularly provided to further enhance outdoor play and learning experiences. Children have many opportunities to develop their physical skills through skipping, ball games, racing games and using the adventure trail. They laugh and joke with each other and the staff while they play. Children have opportunities to participate in activities that require collaboration, for example, building and construction play or cookery. Children measure and weigh ingredients to make play dough; they count and work well together to ensure the mixture is the right consistency. Children have ample mark-making opportunities inside. They enjoy drawing pictures, writing stories and colouring. They talk about what they are drawing with staff and their peers.

Children's hand to eye coordination is developing well during ball games and more intricate activities, such as threading beads. They recognise patterns and repeat them while making necklaces and bracelets. Children use a wide range of media to create their own ideas and develop their imaginations. For example, they make clay models and decorate them once the clay has dried out. They make snails, penguins and mice with modelling dough, laughing as they think of new things to create. Children share and take turns well during board games. They understand the rules and spell out the words phonetically as they place the tiles on the board. Children enjoy dressing up and role play, negotiating characters and inventing story lines. They collect resources and props as their ideas develop and staff assist this well. All children have timed access to the computers in the main play room. Overall, they take turns well so that everyone has the chance to use them. However, the organisation of this part of the session is not monitored successfully. Some children wait around for their turn instead of participating in more purposeful activities.

All children are very happy and settled. They are confident and chat openly with staff and visitors, sharing their ideas and asking questions to learn more. Children know and understand the safety rules, such as not running inside in case they fall and hurt themselves or bump into other children. They know that they must not open the door to the club when someone knocks but tell a member of staff. Children are aware of safety procedures and are able to explain what happens during a fire drill. This demonstrates that they know how to evacuate the building quickly and safely in an emergency. All children learn about healthy eating through discussion and, activities. They enjoy fresh fruit and vegetables at snack times. Children talk about the types of food that are good for them and how daily exercise helps to keep their hearts and muscles healthy. Healthy eating posters are displayed and information leaflets are available for parents. Children show an

awareness of good personal hygiene. They follow the healthy hygiene routines without encouragement, washing their hands before snack and at other appropriate times.

Children behave well because they are busy and occupied, and understand the clear rules and boundaries. Staff implement the behaviour policy consistently, so children know exactly what is expected of them. Staff are positive role models; they are polite and respectful to the children and lead by example. The setting uses a gold award system in line with the school, and children are presented with their certificate, awarded by the club, during school assembly. Children can take part in small group activities, large group games or play individually, promoting their social skills well. Staff are alert and enthusiastic. They recognise when children are tired and want to rest or take part in quieter activities. They also notice when children have a lot of energy and need to get outside to 'burn off steam'.

## 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	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

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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	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