

# Kidszone

Inspection report for early years provision

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<b>Unique reference number</b>	224694
<b>Inspection date</b>	12/03/2012
<b>Inspector</b>	Karen Cooper

<b>Setting address</b>	Sandford Hill Primary School, Clayfield Grove, Stoke-on-Trent, Staffordshire, ST3 5AQ
<b>Telephone number</b>	0772 4207485
<b>Email</b>	
<b>Type of setting</b>	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

Kidszone Out of School Club opened in 1996. It operates from a self-contained building within Sandford Hill Primary School in Longton. There is an outdoor area available for play. The setting serves the local area.

The setting is open Monday to Friday for 49 weeks of the year. Sessions are from 7.30am to 8.50am and 3.10pm to 6pm during term time and from 7.30am to 6pm during school holidays. Children attend for a variety of sessions. A maximum of 32 children aged between three and eight years may attend at any one time. The setting caters for children up to the age of 11 years. There are currently 62 children on the roll, of these 18 are within the early years age range. The setting is registered by Ofsted on the Early Years Register and both voluntary and compulsory part of the Childcare register.

There are three members of staff who work with the children. Of these, two hold a National Vocational Qualification (NVQ) at level 3 and one holds a NVQ at level 2. The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have formed positive relationships with each other and staff and are happy to attend this clean, welcoming and stimulating environment. Toys and equipment are plentiful ensuring that children make good progress in their learning and development. Good relationships are in place with parents and the staff are fully aware of the value of working with other professionals to help provide consistency of care for children. Documentation is well organised and policies and procedures are mostly effective. Staff demonstrate a strong capacity towards continuous improvement and improving outcomes for children.

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

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

- review procedures to ensure that staff are aware of the need to maintain privacy and confidentiality
- review the requirements of health and safety legislation; this specifically refers to the testing of electrical equipment.

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

Staff have a good understanding of their role and responsibility in safeguarding children in their care. They have attended training to ensure that they have an up-to-date knowledge of the possible signs and symptoms of abuse and the procedure to follow should they have any concerns. Robust vetting and recruitment procedures, including effective induction procedures for new staff working at the setting ensure children are further safeguarded. Staff are aware of risks to children's safety and follow effective procedures to check the premises. However, electrical equipment throughout the setting and which is used by the children is not checked in line with health and safety legislation, as a consequence children's safety could potentially be compromised. Children play in a well-organised, spacious and stimulating environment, with clearly defined play areas. They use a good range of toys and equipment which support enjoyable activities and that stimulate and challenge in ways appropriate to the needs of the range of children attending.

The management and staff are enthusiastic about what they do and demonstrate a sound capacity for improvement. Recommendations raised at the last inspection have been fully addressed and result in improved outcomes for children. The staff have completed the Ofsted self-evaluation form and regularly review the service that they offer to children and their families. The process is a shared experience that also involves parents and children. For example, the staff frequently issue questionnaires and any suggestions are taken seriously and acted on if necessary.

Parents and carers speak favourably of the welcoming environment which helps them to feel confident in the care offered to their children. They are encouraged to share what they know about their child when they first start to attend and the effective two-way-flow of information ensures that they are fully informed of their child's daily activities. Other information is shared informally through ongoing dialogue, regular newsletters and details posted on the notice board. A full range of the setting's policy and procedural documentation is readily available for parents. The manager is extremely methodical in her organisation of paperwork and documentation is regularly reviewed. However, some of the children's personal details are displayed within the setting, which does not ensure confidentiality is fully maintained. Staff are fully aware of the value of working with other professionals to help provide consistency of care and learning for children and have formed effective links with other settings that some of the children also attend.

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

Children have formed good relationships with staff who are calm, consistent, polite and respectful and children follow their example. Staff have high expectations of children's behaviour and they manage behaviour in a way that is appropriate to

each child's age and stage of development. Children are valued and the staff help them to feel good about themselves by frequently providing positive support, praise and encouragement and stickers are used as a means of reward for their efforts. This helps build children's self-esteem. The staff understand that the children have spent most of the day in school and are mindful of providing activities and opportunities that they find enjoyable, encourage them to have fun and learn through play. The staff's active involvement in children's play helps them to note preferences and plan activities. They clearly demonstrate that they know the children well and they go to great lengths to find out what interests each child, how much they know and can do. They observe the children as they play and record their findings. The information gained from observations is effectively used to help plan the next steps in children learning.

All children have good opportunities for daily outside play, where they can explore and access a wide range of experiences. They confidently and skilfully use climbing equipment, wheeled toys and great fun is had including staff in their group games such as, 'Rotten Egg' and 'Time Bomb'. Children love exploring different textures during creative activities. For example, they confidently colour templates and make baskets ready for Mother's day. They experiment with paint, collage and enjoy using sand to make patterns. Children's mark-making skills are fostered with a range of materials available on a daily basis such as, crayons, chalks and paper. They have access to a variety of books which are attractively displayed in a quiet corner where they can relax after a day at school. Both young and older children enjoy joining in board games and competing against each other. Some of the older children like the responsibility of showing the younger ones what they have to do. Children's simple problem solving skills are encouraged through everyday activities. For example, they compare, sort and calculate as they use jigsaw puzzles, cash registers during role play and build with small and large construction toys. Children have good opportunities to develop their understanding of technology such as, they know how to operate a microphone, music system and a karaoke machine and enjoy singing along to the words on the television screen. During school holidays children also benefit from a range of activities outside the setting. For example, they visit the park, sea-side and cinema and staff plan these activities well to help children's learning. Children have access to a range of resources, play opportunities and activities which reflect diversity and positively acknowledge differences. For example, dolls, role play, posters, books and planned topics include multicultural festivals, which ensure children develop their knowledge and understanding about other cultures and the wider world.

Children learn about keeping themselves safe through the discussions and activities provided. They know the procedure for evacuation in an emergency which the staff regularly practise with them. There are good arrangements in place to care for children who are ill and all staff are trained in administering first aid. Children are helped to understand that washing their hands before eating helps keep them healthy. Children are encouraged to enjoy food and understand why some foods are healthy and others are not. They are provided with a variety of nutritious snacks which are discussed and agreed with parents. The children have access to fresh drinks throughout the session. Meal times are relaxed, social occasions when the children sit together around the table to enjoy their food and

each other's company.

## 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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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