

Kidz Kingdom

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 Kingdom was registered in 2011. It operates from a self-contained building within St Wilfrids C of E Primary School in Northenden, an area of South Manchester. There is a fully enclosed playground and field area available for outdoor play. The setting is privately owned.

The club opens Monday to Friday during term time. Sessions are from 3pm until 6pm. Holiday care is under review for the future. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 24 children under eight years, may attend the club at any time and there are currently nine children on roll within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities and children who have English as a second language.

The club employs a qualified manager, who is the early years lead and holds an early years degree, and three other staff who all hold high level childcare qualifications. The club receives support from the on-site school's Early Years co-ordinator and are undertaking a Quality Assurance programme supported by the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff have an excellent understanding of the welfare requirements and children settle exceptionally well. The staff are experienced, qualified and demonstrate an exemplary knowledge of the Early Years Foundation Stage. Highly stimulating activities enhance children's development and reflects on the excellent progress they make in their learning and development. Exceptional partnerships between parents ensure individual children's needs are exceptionally well met. Very positive relationships with the school's head teacher and staff extremely enhances all outcomes for children. Successful steps are taken to evaluate the effectiveness of the provision and the setting works very well to sustain its excellent standards.

What steps need to be taken to improve provision further?

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

- providing more opportunities for staff to review and reflect on the very good

progress that children make across all outcomes.

The effectiveness of leadership and management of the early years provision

Children are very well protected because staff have an excellent understanding of safeguarding procedures and know when to take action to safeguard children in their care. Staff and students are very aware of the procedures to follow and receive regular training. Children are protected because the well-qualified staffing team keep the premises extremely secure and supervise the children at all times. For example, detailed risk assessments are carried out, both indoors and outdoors, and staff assess the benefit of each learning activity and the challenge provided for each child as part of this process. Staff are thoroughly vetted and visitors are signed in and out of the premises. Furthermore, comprehensive written policies and procedures reflect the excellent practice throughout the club.

Children's well-being is significantly enhanced due to the exceptional organisation of the club and its friendly ethos. Children can freely move around, both indoors and outdoors, and they access a wealth of activities and resources throughout each session. The manager regular reviews staff practices through excellent peer observations, and robust targets and actions are set for them. Morale is very high and the experienced staff are very aware of their roles and responsibilities and meet children's individual needs exceptionally well. They are extremely committed and enthusiastic in their approach and the manager values and respects his excellent staffing team. Staff attend a wealth of training to further develop their childcare knowledge and the manager, who is the early years lead for the club, cascades his depth of knowledge to them. This strong leadership has a great impact on both children and staff.

Parents value the consistent, excellent care and standards provided within the club. A very informative notice board and detailed questionnaires has the dual purpose of providing opportunities for parents to become involved in the setting, while allowing staff to monitor the effectiveness of the service offered. Parents speak extremely highly of the club. They waited eagerly on the evening of inspection to give their views and stated that they believed a key strength of the club is the "well-established, experienced and approachable staffing team and the extremes that the staff go to enhance their children's enjoyment and learning". Parents are very well informed about the Early Years Foundation Stage, with exceptional encouragement given to enable them to contribute to their children's learning and development. For example, they are given very good opportunities to view and comment on their children's assessments and attend individual meetings to discuss their child's progress and see their child's detailed individual learning journals. Furthermore, parents are strongly encouraged to share what they know about their child when they first start at the club. This information helps staff to have an excellent knowledge of each child's background and needs.

Staff ensure children have an exceptional awareness of diversity to help them understand the society they live in. The resources are exceptionally good, fit for purpose and promote equality. Children with additional needs and those who

Speak English as a second language are integrated extremely well and highly supported throughout the session. The manager works with the pre-school learning Alliance to support children with additional needs and staff have excellent knowledge of how to adapt equipment and devise individual educational plans to promote excellent outcomes for all children. Furthermore, boys and girls share roles as they use a pretend iron in the home corner. The group has excellent systems in place to work with other agencies; complementing the education and care children receive in other settings. For example, they work extremely closely with the head teacher and school staff who are fully involved in planning and observation and assessment of the children attending. Furthermore, these reports and profile points are shared during regular meetings so that continuity and a cohesive approach is achieved. The club also works closely with the local authority and the local park wardens who organise different activities within the community. For example, the children sing in the local care home for the elderly during Christmas time.

All of the staffing team are involved in the club's self-evaluation process. It is extremely detailed, and rigorous targets are followed and acted on immediately. Future targets are exceptionally well considered and include extending sessions to run throughout the school holidays and asking parents to join a new forum which will extend their involvement in the club. Self-evaluation is highly effective, although there is scope to provide more opportunities for staff to monitor and reflect on the excellent achievement children are making across all outcomes.

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

Staff have an excellent understanding of the Early Years Foundation Stage and challenge children around the six areas of learning. Children enjoy an exceptional balance of adult and child-initiated learning. From the time they arrive from school, they are extremely eager to explore whatever is available to them and they meet every new challenge with real enthusiasm. They are confident to show visitors their art work and a large display of photographs evidence the recent events in the club, such as a visit by local steel band musicians.

Children's levels of concentration are excellent because they are encouraged to sit and reflect on their news at the start of the session, then move on to their own chosen activity before going back to consolidate their own learning. Tracking shows children make excellent progression throughout their time spent in the club. The extremely effective key worker system identifies children's individual needs and any gaps in their learning. Individual targets for children are regularly monitored and linked instantly to short term planning. Children have excellent warm relationships with the staff and have lots of fun with them.

A high emphasis is placed on behaviour management and staff provide consistent and clear guidance and use lots of praise. As a result, children learn to follow instructions, play extremely well together and are very caring towards each other. Excellent behaviour is displayed, and this is further encouraged by children gaining rewards for taking responsibility which are then displayed on the club's behaviour tree. Furthermore, young children have set up their own council to listen to each other's views and to ensure they have full participation in how the club operates. When questioned about the time spent in the club, children replied, "it is absolutely fantastic here".

There is a superb emphasis placed on developing children's independence and promoting social skills, and staff work closely with the school staff to further enhance this area of learning. Children are encouraged to tidy up after playing with a game and they mix with their peers through very well planned activities. Another exceptional area of strength is how staff encourage speech and language. Children have excellent opportunities to see examples of everyday print and to learn that print has meaning. All toys are labelled and enable children to freely choose what they want to play with. There are lots of opportunities for making marks, sequencing items and calculating. Children have a wealth of opportunities to access an extremely wide range of creative and stimulating activities and enjoy making Irish soda bread to celebrate St Patrick's day and stir fry dishes for Chinese New year. Furthermore, they create African drums using card, make a necklace with beads and bake rainbow cookies. There are also opportunities to just rest and sit and watch a film in either the TV corner or the very comfortable book area. Children's physical skills and coordination are extremely well developed as the staff encourage and promote high levels of outdoor play and exercise. Children have opportunities to climb and balance, ride bikes around the playground, dig in the soil when planting seeds and engage in team games using the parachute.

Children's health is extremely well promoted. Stringent hygiene routines and robust cleaning rotas are followed to ensure children's good health. Detailed discussions take place about the importance of washing hands and brushing teeth, and posters around the walls demonstrate how walking to school promotes daily exercise and develops children's awareness of healthy lifestyles. Children enjoy very good daily menus which are very well prepared to meet children's individual dietary requirements. As a result, children become engrossed when making fruit kebabs for their own snacks. Furthermore, a visit from the local hospital nutritionist adds to the excellent promotion of healthy eating. Children learn about keeping themselves safe through the wide range of discussions and activities organised around road safety; including such things as the importance of wearing a helmet when riding their bikes. The local fire and police services also regularly visit the club to talk to the children about keeping themselves safe. A detailed fire policy is displayed and children regularly practise the fire drill, which is recorded in detail. This gives them a strong awareness of what to do in the event of an emergency.

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