

Kidszone

Inspection report for early years provision

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Inspector

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Setting address

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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

Kidszone has been operating for a number of years but was re-registered in 2011. It is run by a voluntary committee and is located in a scout hut in the Withington area of Manchester. The club serves children who attend a local primary school. Children have access to a large hall and a playroom. There is a fully enclosed area available for outdoor play.

The club is open from 3.15pm to 6pm, Monday to Friday, during term time and from 8am till 6pm, during most school holidays. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. There are currently 19 children attending, who are within the Early Years Foundation Stage. The club also offers care to children aged over five years to eight years. It supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The club employs a qualified manager who holds a degree in Early Childhood studies and two staff members, who are both qualified to National Vocational Qualification Level 3. There is a vacancy for staff at present and additional relief staff are provided by an agency.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settle well in an inclusive and safe environment. They participate in fun activities and make some progress within the six areas of learning. However, some planning and operational systems are in the early stages of development and are not yet effective. The club is establishing suitable partnerships with parents, although, they are not yet fully involved in their children's care and learning. The new manager understands the setting's strengths and identifies suitable areas for development. Systems for evaluating the setting are beginning to raise standards and those in charge are working hard to establish new initiatives that will lead to continuous improvement.

What steps need to be taken to improve provision further?

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

- extend planning and tracking systems to ensure children are involved in challenging and stimulating activities
- review and extend the operational plan in relation to staff deployment, team building and the appraisal system
- extend opportunities for parents to share their views and become more involved in their children's learning and development

- develop self-evaluation to more effectively monitor the new setting and involve all staff in this process.

The effectiveness of leadership and management of the early years provision

The staff demonstrate a sound awareness of safeguarding issues and there is a suitable written policy in place. The premises are safe and secure and staff monitor visitors, asking them to sign in and checking identification. Risk assessments for indoors and outdoors are in place and regularly reviewed to ensure that risks to children are minimised. Furthermore, the register is kept up-to-date and records children's actual times of arrival and departure. Written policies and procedures are developing to promote children's health, achievement, enjoyment and ability to make a positive contribution. The manager and staff team are trying hard to keep a structured daily routine that promotes children's welfare and meets their needs. A suitable range of toys and equipment, both indoors and outdoors, is maintained and generally accessible. Children move freely from the large hall to the outdoor play area.

Staff provide an inclusive environment that makes parents and children feel welcome. Daily communication informs parents of their children's activities and they make positive comments on how well their children settle at the club. However, parents have few opportunities to contribute or become involved with the club or their children's learning. For example, the club's newsletter is not consistently produced and a new suggestion box and tracking process is not yet effective in enabling parents to comment on either their children's learning or aspects of the club. Staff promote an inclusive environment for children, who have special educational needs and/or disabilities and they are aware of how to adapt resources to meet children's individual needs. Furthermore, they are developing links with the local school's head teacher and reception staff, in order to promote continuity in children's care and learning.

The club's manager is aware of the development required to enhance practice and the outcomes for children. She has begun to organise further opportunities for staff development and training and is in the process of devising staff appraisals and peer observations. However, these plans are in the early stages of development and there are still weaknesses regarding staff deployment and team building that results in some staff lacking confidence in their roles and responsibilities within the club. The committee and the manager have a strong commitment to maintain continuous improvement for the setting. Future targets include a new area to enable children to relax, new ideas for the outdoor play area and plans for trips out in the community during holiday time. They are also in the process of involving the staff team in the self-evaluation process to help monitor the effectiveness of the setting.

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

Staff have an adequate awareness of the learning and development requirements of the Early Years Foundation Stage. They are beginning to plan, observe and track children's learning and have developed learning journals to identify the progress they make as they play. However, planning is still in its infancy and this results in some children not being sufficiently challenged in some aspects of their learning. Staff encourage children to play well alongside their peers from school and to help tidy away after the session. Children talk at snack times and during activities, such as painting and are quick to say that they feel happy at the club. For example, they speak of the fun activities they take part in.

Children's differences are recognised. They celebrate some festivals, such as Ede and talk about and have access to resources that reflect some positive images of different cultures. This gives children a suitable awareness of diversity. They have access to pens and paper from the art trolley to make marks and write their name. Children have access to a few programmable toys, board games and puzzles and these help encourage discovery and thinking. Children have a few opportunities to engage in some meaningful role play and creative activities, such as making cards during Easter time and dressing-up. They have regular access to outdoor play, using a suitable variety of equipment to promote their balancing and climbing skills and enjoying playing with bats and balls.

Children's health is generally promoted well. The premises, toys and equipment are kept clean. Some discussions take place about the importance of washing hands. Children enjoy healthy meals and snacks and menus are in place for parents to view. Staff serve hot foods, such as pasta dishes and garlic bread and different fruits are available at all times. They have access to regular drinks to keep themselves hydrated. Children begin to understand the need to share and take turns because they are appropriately supported by staff. They are given praise and follow consistent guidelines from staff, who are good role models. Children are encouraged to keep themselves safe. They are reminded to be careful when playing outside and are made aware of road safety. When walking from the school to the club, they learn to cross the busy roads with care and wear fluorescent jackets to be recognised at all times. A detailed fire policy is displayed and staff and children practise the evacuation procedure.

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	3
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	3

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	3
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	3

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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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