

Kidzone @ All Saints

Inspection report for early years provision

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Inspector Elaine Canale

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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 @ All Saints was registered in 2011 and operates from All Saints Primary school in Stockport. The club serves the local area and has strong links with the school. There is an enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3.15pm until 6pm. Children are able to attend for a variety of sessions. A maximum of 24 children may attend the club at any one time. There are five children in the early years age range. The club also offers care to children aged over five years to eight years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs five members of childcare staff. All of these hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy friendly relationships with staff who create a happy inclusive environment in which children can play and learn. Close partnerships with parents, carers and other early years professionals ensure relevant information is shared effectively. Children are making good progress in their learning and development because the staff know the children well and work with their parents and carers: this also ensures that children's individual needs are sensitively met. Children's learning is supported by the range of appropriate resources available to them. The setting have completed a self-evaluation, which has supported them to evaluate quality of provision and identify strengths and areas for development. Staff have attended training and this is reflected in the commitment to continually improving the provision for the children.

What steps need to be taken to improve provision further?

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

- continue to improve the range of play resources to support opportunities to develop positive attitudes to diversity
- strengthen further the partnership with parents, sharing information and involving them in their child's learning.

The effectiveness of leadership and management of the early years provision

Risk assessments are carried out regularly and staff complete daily safety checks at the beginning of the session to ensure that the environment is suitable. A wide range of toys and equipment are provided which are safe and suitable. Staff-to-

child ratios are exceeded and all staff are appropriately qualified and deployed effectively to provide good levels of support for the children attending. There is a robust recruitment policy in place, which ensures all staff who are employed are vetted for their suitability. All of the records, policies and procedures that support the club to promote positive outcomes for children are appropriately maintained. Routine evacuation procedures are conducted regularly, therefore children are sufficiently familiar with the routine for keeping themselves safe. To further protect children there is a mobile phone policy in place. Staff have a clear understanding of safeguarding procedures and the importance of reporting any concerns to the relevant agencies promptly, including allegations against a member of staff.

The policies and procedures of the setting are effective and inclusive for all those who attend. They are available to, and understood by parents and staff. Children are helped to understand differences in society, even in a predominantly single culture setting. This is evident as the setting has held fundraising events to raise money to send resources to children in Cambodia. There are some resources that reflect diversity, however, these could be further developed to promote positive attitudes to diversity. The vision of the owner for the provision is good and is shared with managers and staff. Children's welfare, learning and development benefits from the setting's strong commitment to ensuring a good quality provision. Staff meet regularly to evaluate aspects of the club. This commitment to improve is evidenced in their self-evaluation form.

Parents and carers are encouraged to share what they know about their child when they first start. This helps staff to have a good knowledge of each child's background and needs. A wide range of strategies are used to keep parents and carers well-informed, such as newsletters, notice boards, daily discussions and parent questionnaires. Parental feedback is positive, as they comment about the interesting activities on offer and how much their children enjoy their time at the club. Parents commented on how the children say the best thing about school is also the out of school club. Children benefit from continuity of learning and care because the setting liaises with other providers delivering the Early Years Foundation Stage including the host school. The Reception Class teacher meets termly on a formal basis to discuss children's progress and more frequently on an informal basis to share information.

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

Children really enjoy being in this setting and are familiar and secure in its' routines because the staff know the children well and are careful to meet their needs. Children are able to move freely and safely around the setting because the staff ensures their environment is safe. For example, children move freely from indoors to outdoors. Children are developing valuable personal, social and emotional skills as they interact and play happily with friends. They play cooperatively, for example, they share, take turns and negotiate ideas when playing in the small world area or if playing outdoors inventing their own games.

Children's knowledge and understanding of safety and healthy lifestyles is actively

promoted by staff committed to good quality care. For example, children are provided with a good quality healthy and nutritious range of snacks. Children have opportunities to serve themselves at snack time, which promotes their independence skills and supports their learning and development. Considerable care is given to ensuring children's individual dietary needs are taken into account. Staff support the children in following good hygiene procedures and teach them the importance of washing their hands before eating and after using the bathroom.

Children are making good progress towards the early learning goals because the setting plans activities around their interests and needs. The staff observe what they can do and record their progress so that what they need to do next is identified. Children's independent access to a wide range of activities and resources supports the development of their imagination and ability to solve problems. Such skills prepare children well for their future learning. There is also provision for children to rest and relax at the end of the day. For example, children may choose to complete a quiet activity, such as a jigsaw or relax in the chill out area. Children behave really well in the setting. This is because the setting offers clear explanations and involves the children in making the rules. They work harmoniously with others and older children enjoy helping their younger friends. Children are learning about their own and other cultures and beliefs because they celebrate birthdays and festivals together.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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