

Kidzone@Shireoak

Inspection report for early years provision

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Inspection date

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Inspector

Jane O'Callaghan

Setting address

Shireoak VC Primary School, Wood Lane, Headingley,
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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@Shireoak After School Club was opened in 2006 and re-registered in 2012. It operates from a main playroom and hall in Shire Oak VC Primary School on the outskirts of Leeds. The group is open Monday to Friday from 7.50am to 8.50am and 3.10pm to 6pm term time and during holidays Monday to Friday from 8.30am to 5.30pm. The setting is registered to care for a maximum of 24 children at any one time. Currently, there are 52 children on roll; of these eight are in the early years age range. The setting provides care for children with English as an additional language.

The club has three members of staff; all hold relevant early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in a safe and caring environment where they make good progress in their learning. Children take part in a good range of activities which are planned according to individual interests to promote awareness of diversity and inclusion. Efficient leadership and management help build an effective staff team. The club gives consideration to developing practice and has, generally, implemented self-evaluation to identify steps to promote continuous improvement. There are systems in place for staff to liaise with parents, in most areas, and the club has strong partnerships with other settings that children attend.

What steps need to be taken to improve provision further?

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

- develop further a system to monitor and evaluate the quality of provision to lead to the identification of targets for further improvement
- encourage parents to contribute into their children's profiles in order to monitor their development and progress.

The effectiveness of leadership and management of the early years provision

All members of staff have a good knowledge and understanding of their responsibility to safeguard children from harm. The club has a well written safeguarding policy and procedure to follow should they have any concerns. The two managers are the designated people to take the lead in any safeguarding issues and all staff have attended training in this area. Staff learn about the internal procedure routinely as part of their induction and act accordingly to keep children safe.

The security of the premises is good and procedures for arrival and departure

ensure children are handed over safely to a known adult. Risk assessments are carried out in the building and in the outdoor area. These are also done daily, before children arrive and also after they have gone home, and these are all recorded. Full assessments of risks are done regularly, ensuring all areas, equipment and resources are safe.

Staff receive an informative induction and all required checks are carried out; they are asked to read and sign the required policies that are in place. All staff regularly read these throughout the year to update their knowledge and also to ensure they are aware of any changes or new ones that have been implemented. All staff receive good opportunities to attend more training to ensure they develop new skills as well as keeping up to date with changes. For example, staff have attended first aid training and the new Early Years Foundation Stage training. Documentation is in place and is well maintained. Effective staff deployment means that all children are well supervised and supported. The management is beginning to implement a self-evaluation procedure to identify steps to fully promote continuous improvement.

Staff promote positive and supportive relationships with parents and carers. Information is shared around the club about the Early Years Foundation Stage and there are daily opportunities for sharing information verbally in order to meet children's individual needs. However, parents are not given opportunities to contribute in their children's profiles to ensure continuity of learning. Parents complete regular surveys where they give positive comments about the care their children receive. The club have built up strong links with the attached school that children attend and share information and their profiles to support their welfare and development.

There is a good range of toys and resources available throughout the club, which children of all ages freely access throughout their day. These include a variety of resources that reflect images of diversity, so that children develop a positive self-image and awareness of the wider world and their local community. Children celebrate a number of different cultural festivals, where they taste a variety of foods from around the world and have books, jigsaws and dressing-up clothes to support these.

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

Children are happy and enjoy accessing the child-centred environment; there is good emphasis on adult- and child-led activities with colourful age-appropriate toys, resources and play areas. Children can make good choices in their play, promoting all areas of learning, and explore and learn independently according to their individual needs. Observations and assessments are developing well; all areas of learning are clearly recognised and linked to the child's development and are enhanced with photographic evidence and children's own artwork. Children's next steps are clearly identified and are recorded to enable the key person to inform future planning.

Children get lots of opportunities to develop their creative skills; they do sticking, painting and collages and all are displayed around the room. Children sit at the table creating different pictures with the small coloured beads in readiness to iron them on with supervision from staff. At all the activity tables more able children are very keen to help and show the younger children how to draw and colour. They play on the electronic games they have brought from home and offer them a turn. Children have free access to a large outdoor area, where they learn to balance on the scooters, kick the balls, ride on the bicycles and play with the large selection of outdoor games to ensure they develop their physical skills. Children can relax in the cosy book corner and together read stories from the wide range on offer to each other. They occasionally have fun when the club holds a 'cinema afternoon' where they watch a film and have refreshments. Children use their imagination well as they lay out the farm animals and discuss with each other how the 'cows eat the grass and then make milk'.

The club provides children with healthy snacks of toast, fruit and other healthy options. Lunches are provided by parents and they are encouraged to bring healthy food, through leaflets and displays that the children have done about healthy eating.

Children learn how to stay safe, both within the setting and also within the community. For example, they learn about road safety, are encouraged to tidy away the toys after use and regularly practise fire drills.

Children's behaviour is good and staff act as positive role models, offering consistent praise and support, which raises their self-esteem. All children are encouraged and reminded to be polite as they speak to each other and the staff, in the bright and welcoming environment they play in.

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