

# Kidzone Out Of School Club

Hesketh Bank Children's Centre, Hesketh With Becconsall All Saints C of E School, Shore Road, Hesketh Bank, PRESTON, Lancashire, PR4 6RD

## Inspection date

11/10/2012

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision is satisfactory

- Children's development in the prime areas of learning is generally well supported in a play-based environment where they are encouraged to make choices.
- Staff help children to develop their social skills, form positive relationships with staff and forge friendships with their peers, which means that they are generally happy.
- Staff create a nurturing environment where children settle, enjoy themselves and become increasingly confident.

### It is not yet good because

- Observation, planning and assessment systems are not yet secure enough to give the staff enough information about what children know and can do to effectively plan the next steps for their learning.
- There is no policy and procedure for the use of cameras and mobile phones. Children's safety is not ensured as the setting does not practise fire evacuation.
- Systems are still being developed to firmly establish information sharing with schools, to ensure the information gained is used consistently to support the educational programme.
- Systems for monitoring the effectiveness of the provision are still in their early stages.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector checked evidence of staff's suitability, qualifications and training.
- The inspector spoke with the staff at appropriate times throughout the observations, and had a meeting with the manager.
- Records relating to children's care, health and safety and the early years key person's observation and assessment records were viewed.
- The inspector also spoke to parents available on the day.

## Inspector

Ferroza Saiyed

## Full Report

### Information about the setting

Kidzone Out of School Club is run by a committee and registered in 2012. It operates from Hesketh Bank Children's Centre, in Preston. The club serves the local school and is accessible to all. Children have access to the playroom, the information and communication technology suite and the school hall with the associated facilities. There is a fully enclosed area available for outdoor play.

Sessions run from 7.45am to 9am for breakfast club, and 3pm to 6pm after school during term times only. There are currently 25 children on roll, five of whom are in the early years age group. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The club supports children with special educational needs and/or disabilities.

Kidzone committee employs three members of childcare staff. Two staff members, including the manager, hold appropriate qualifications. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

#### **To meet the requirements of the Early Years Foundation Stage the provider must:**

- improve knowledge and understanding of the early learning goals and further develop the observation, assessment and planning for individual children so their next steps influence purposeful play and learning
- implement a policy and procedure for the use of cameras and mobile phones
- assess the risks to children's safety; this specifically relates to considering the regularity with which fire evacuation procedures are practised with children. (also applies to both parts the Childcare Register)

#### **To further improve the quality of the early years provision the provider should:**

- consolidate partnerships with schools to promote a united approach to promoting children's learning and development
- develop rigorous and effective systems for self-evaluation that are supported by parents and children with clear improvement plans that support children's achievements over time.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The club provides a relaxed and friendly environment where all children are included. Staff have a developing knowledge of the Early Years Foundation Stage to support children's progress towards the early learning goals. Systems are in place to gather information from parents and other providers of the Early Years Foundation Stage. However, as yet this is not used to inform planning, which impacts on their ability to support children. Staff have

introduced a key worker system and individual files are in place for each child. Although, these are in their infancy, staff are beginning to plan activities. However, these are not based on identified next steps to ensure that children's individual learning needs are met.

Children develop their confidence and make friends, supported by reassuring and kind staff. They ensure that children mix and socialise during snack time and free play sessions. Staff describe how they encourage children's number skills through games and everyday activities. A suitable range of books are available for children to access and staff explain that children like to look at these independently or sit and read with them. Staff help to promote children's communication skills as they talk to them about their day and children confidently make choices about what they want to do. Staff are warm and friendly and fully engage in play with the older children. For example, they play snakes and ladders and join in creating a display for Harvest. Staff describe how children are beginning to learn about where certain fruits come from and what constitutes 'healthy foods'.

Children use their developing language skills confidently and enjoy talking to each other and expressing their ideas. They ask how, what and why questions to the staff and actively seek information regarding their play. Staff extend games by questioning and encouraging the children to think of different things they can do. As a result, their imagination and creativity is well supported and promoted. For example, they dress-up as princesses and fairies and use their initiative to get programmable toys to work. Areas used by the children are well organised and attractive and staff recognise their achievements by displaying their work around the club. Staff organise toys and resources at child-height, so that they can access them safely and freely, supporting their growing independence.

### **The contribution of the early years provision to the well-being of children**

Staff promote children's health and welfare well through the implementation of appropriate hygiene practices. Children are encouraged to wash their hands in preparation for snacks. Regular exercise outside is encouraged, in particular if children have remained indoors during the school day. Children enjoy exercise in the fresh air, weather permitting. They are able to move freely with pleasure. They are able to run, jump and skip, which contributes to their good health and physical development. Policies and procedures regarding sick children and the administration of medication are known by the staff and implemented in practice to help to minimise the spread of infection and keep children healthy.

Staff have a warm manner with the children. They show genuine interest in what children have to say and treat them with respect. Children are actively encouraged to help each other and make friends. This approach is helping to develop the children's early social skills and citizenship. Staff demonstrate a suitable understanding of appropriate behaviour management techniques. Consequently, the children listen and are eager to participate in activities. Children's work is displayed and resources are accessible to aid independence, choice and decision making. Positive images, resources and activities, support children's

understanding of difference and diversity in our wider world. The interesting range of resources meet the needs of children and accommodates their interests and abilities.

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

Children's welfare is appropriately safeguarded as staff have a clear understanding of their responsibilities in relation to child protection and to keeping them safe. Most policies and procedures required to promote the safe and effective management of the setting are in place, such as, health and safety, confidentiality and medication procedures. However, the safeguarding procedures do not cover the use of mobile phones and cameras in the setting. This is a breach of the welfare requirements and does not effectively safeguard children. Risk assessments are undertaken along with daily visual checks of all areas and equipment. However, opportunities to practise regular fire drills are not provided to raise children's awareness of keeping themselves safe. Consequently, children safety is compromised. This is a further breach of the welfare requirements.

All staff are assessed for their suitability to ensure that children are cared for by those, who are qualified or experienced practitioners. This supports children's welfare. Staff show a positive attitude towards attending relevant training to develop their practice. However, the system to observe, track, and monitor children progress is not sufficiently developed as yet to ensure that they are making maximum progress and activities provided are not sufficiently challenging. However, staff do have some understanding of identifying strengths, weaknesses and areas for further development, but they are in their infancy.

Effective systems are not in place to share information with the school. The staff have yet to obtain details about children's individual learning through discussion with teachers, which has a potentially negative impact on children's progress. Children's care requirements are obtained from the school and parents to ensure that their individual needs are met. Children with special educational needs and/or disabilities currently attend the setting. The staff demonstrate a positive attitude towards working with their parents and the school, which leads to positive outcomes for children. Parents spoken to at the inspection state that they are happy with the routines and care offered at the setting. Parents receive daily verbal feedback on their child's time at the setting. Also they highlight that their children are happy, which is a priority for them.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- take action as specified for the Early Years Register. (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register)
- take action as specified for the compulsory part of the Childcare Register. (Suitability and safety of premises and equipment)

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

### Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY443856
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	793737
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	24
<b>Number of children on roll</b>	25
<b>Name of provider</b>	The Committee of Kidzone Out of School Club
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07941881776

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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