

Kidz Zone @ Robin Hood Primary School

Pitmaston Road, Hall Green, Birmingham, B28 9PP

Inspection date	17/10/2012
Previous inspection date	14/11/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	Met
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Children are not consistently safeguarded and kept safe because some staff's suitability checks have not been completed, appropriate staff arrangements are not in place and some policies and procedures are not implemented effectively.
- There is little understanding of the Early Years Foundation Stage, resulting in poor monitoring of children's progress in their learning and development, and several safeguarding and welfare requirements not being met.
- Self-evaluation is weak and does not identify or target areas for future improvement.
- Information sharing with parents and the school does not focus on children's learning and development needs.

It has the following strengths

- Staff are kind, reassuring and welcome all children and families warmly to the setting.
- Children play contentedly with each other, are cooperative and behave well. They engage in activities and tasks to promote their independence.

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 observed activities in the school hall.
- The inspector held discussions with the manager and registered person.
The inspector looked at policies and procedures including safeguarding, complaints,
- learning journals, planning and evidence of staff suitability to work within the nursery.
- The inspector held discussions with staff, children and parents.

Inspector

Sally Smith

Full Report

Information about the setting

Kidz Zone @ Robin Hood Primary School is one of three privately owned settings and was registered in 2008. It operates from the main hall at Robin Hood Primary School, Hall Green, Birmingham. The club is easily accessible for all.

The club is open each weekday from 7.45am to 9am and 3.05pm to 6pm during term time. It also operates during the school holidays from 8am to 6pm. The club is registered

on the Early Years Register and compulsory and voluntary parts of the Childcare Register. There are currently 65 children on roll, of whom 15 are in the early years age range.

The club employs five members of staff, all of whom are qualified. Two staff members are qualified at level 3.

What the setting needs to do to improve further

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

- ensure staff develop a sound understanding of the Early Years Foundation Stage so that children make effective progress in their learning and development, and safeguarding and welfare requirements are met
- ensure that there are effective systems in place so that practitioners and any other person likely to have contact with children are suitable; ensure an accurate record is maintained of the identity checks and vetting processes that have been completed for staff, including the Criminal Records Bureau disclosure, reference number, the date a disclosure was obtained and details of who obtained it
- ensure that induction training is consistently implemented so that staff are aware of their roles and responsibilities, and appraisals accurately identify any training needs
- ensure there is a named deputy who is capable and qualified to take charge in the manager's absence
- ensure that the policy for mobile phones within the setting is adhered to so that children are safeguarded
- improve links with parents and use information from the school effectively to inform planning and support children's learning and development needs and progress.

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

- develop systems for self-evaluation so that strengths and weaknesses are accurately identified and planned actions put in place to improve practice.

Inspection judgements

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

Ineffective monitoring of staff development and practice means that children's learning and development is not consistently promoted by practitioners with a sufficient knowledge and expertise of the prime and specific areas of learning. This in turn impacts on their ability to inspire and support children during activities and provide them with adequate challenges. Information regarding children's starting points is ad-hoc. Some staff obtain information from parents regarding their key children, while others do not. Planning from school is not used to support children's play and learning when in the setting. This impacts on staff's ability to promote continuity of care and learning for children and meet their individual needs. New systems for recording observations and assessment have been devised but this is not monitored and staff have little understanding of how to use these effectively to identify and assess the learning taking place and plan for children's next steps.

Children generally enjoy their time at the club and take part in suitable range of activities and play experiences, some of which they are able to choose themselves. They have access to a wide range of good quality resources. Building blocks provide children with opportunities to use their imagination and skills in creating various structures. They build tall towers and stand inside so that they are virtually submerged by the blocks. Staff relate this to a well-known Indian story of a poor girl who becomes entombed in bricks because of her love for a prince. Children enjoy making musical instruments and listening to the sounds they make, such as a rain-maker and vuvuzela. They like to put on puppet shows while other children sit and watch with their dolls.

Staff effectively promote aspects of children's personal, social and emotional development so that they become increasingly confident, play cooperatively and are well behaved. For example, when staff raise their hands, all children stop what they are doing and listen. Children enjoy a range of physical activity as they play dodgeball, skipping and bounce up and down on the space hoppers. Parents often join in, for example, having fun with the parachute. Children have access to an outdoor play area which enables them to run around and let off steam after their day in school. However, the quality of staff's interactions and knowledge of how to support children's learning during play is variable. For example, children play very contentedly in the water. They show sustained concentration as they pour from one container to another and engage with their peers. Despite this, they are asked to move to something else as staff want them to experience all areas of learning. Therefore, staff do not demonstrate understanding in how they can harness children's interest and use this to benefit all areas of their development.

While children spend time playing alone with toys and resources, such as dolls, action figures and building blocks, staff are not confident in knowing when to support and challenge children by getting involved in the thinking process with them. Adults do not consistently consolidate and extend children's speech and language, ideas and skills and help children make connections in their learning. Overall, the staff communicate well with parents about their child's time with them but are less effective in sharing information regarding children's development.

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

Children are looked after in premises which are secure and free from hazards, although the club's policies and procedures are not sufficiently rigorous to ensure children are consistently in a safe environment. Children's well-being is compromised by breaches of safeguarding and welfare requirements. The provider has failed to ensure the suitability of all staff working in the setting. Up-to-date information has not been sought and recorded for all staff as to when or if they have undertaken a Criminal Records Bureau check. Induction procedures are not consistently implemented to ensure that all staff are aware of their roles and responsibilities. The provider has not ensured that there is a deputy manager who is capable and able to take charge in the manager's absence. While the use of mobile phones is prohibited, this is not observed and respected by all adults having access to the setting.

Staff are kind and approachable and children are confident to ask staff for additional games and equipment when required. All children are made welcome in the setting and the diversity of individual children and families is valued and respected. Key persons liaise closely with parents to ensure children's care needs are met and ensure that children have someone to turn to with concerns. However, they are less proactive in finding out about children's interests so that they can build on and extend their learning.

Children take on responsibilities, buttering and selecting various toppings for their toast. They select fresh fruit before sitting down with their friends to eat. Once they have finished, they clear away their plates and cutlery, helping to develop their independence. They learn about boundaries and expectations and these are regularly reinforced. For example, children are reminded how to walk safely across the playground and listen to staff instruction when collected from school. They are reminded that this is for their own and other children's safety.

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

There is too little understanding of the Early Years Foundation Stage requirements. As a result, the educational programme does not meet the needs of children who attend and breaches to several safeguarding and welfare requirements impact on children's safety and well-being. The provider has failed to ensure that suitability checks are completed for all staff. Policies and procedures are not consistently implemented and induction procedures are not effective in ensuring that all staff are aware of their roles and responsibilities. A named deputy manager is not in place to take responsibility should the manager for any reason be unavailable.

While parents are able to contribute their views and comments by means of a daily diary, self-evaluation is weak and does not identify or accurately target areas for improvement. Monitoring of staff is not effective in ensuring they are able to deliver the Early Years Foundation Stage competently and consistently. There is an appraisal system in place but this has not addressed the necessary training required for staff to carry out their tasks effectively and meet the needs of children attending. Information provided by school is not used to ensure that children's learning and development is further supported through play within the out of school provision. However, the provider demonstrates commitment

and is keen to make improvements as a result of actions and recommendations raised through the inspection process.

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 in the early years section of the report (Arrangements for safeguarding children) (also applies to the voluntary Childcare Register).
- take action as specified for the Childcare Register (Arrangements for safeguarding children).

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

Not Met registration.
 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

Unique reference number	EY374619
Local authority	Birmingham
Inspection number	817743
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	35
Number of children on roll	15
Name of provider	Kidz Zone Cadbury Time Club
Date of previous inspection	14/11/2008
Telephone number	0121 464 2187

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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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