

Kidzone 3

Bidbury Infant School, Fraser Road, HAVANT, Hampshire, PO9 3EF

Inspection date

24/10/2012

Previous inspection date

05/02/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy, motivated and have fun in a learning environment that complements their day at school
- Children have positive relationships with each other and with staff. They behave well, help each other and have a feeling of belonging
- There are effective communication systems in place to share information between the club, parents and the school so that staff can meet children's individual needs
- Staff know the children well and value their views. There is a broad range of activities that staff match well to the children's interests, ages and abilities.

It is not yet outstanding because

- The self-evaluation process is not fully effective in involving all partners to work towards common goals.
- Role-play equipment is not always easily accessible and the book area is not particularly inviting.

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 two playrooms and the outside learning environment
- The inspector completed a joint observation with the play leader of an adult directed activity in the main playroom
- The inspector held discussions with the owner and the play leader
- The inspector looked at children's records, evidence of suitability of staff, the provider's self-evaluation form and a range of other documentation
- The inspector took account of the views of parents, carers and children spoken to on the day and from information included in the club's records.

Inspector

Sue Bowler

Full Report

Information about the setting

Kidzone 3 After School Club registered in 2008. It is privately owned and set in the grounds of Bidbury Infant School, Bedhampton, Hampshire. It is one of four clubs run by the provider in the local area. The club operates from a classroom in the school and has

access to a smaller room, a kitchen area, a library area and outside space.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are two children in the early years age range on roll. A total of 31 children from the school aged over five years and up to 11 years are also on roll and attend for various sessions. After school care is provided from 3pm to 6pm, Monday to Friday, during term time. There are three staff employed to work with the children, all of whom hold early years qualifications.

What the setting needs to do to improve further

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

- develop the learning environment in the smaller side room to make it more inviting and stimulating by a) creating an inviting comfortable space in which to share books; b) organising the role play resources so that children can see what is available and access these easily.
- extend the club's self-evaluation processes by ensuring that staff, parents, children and school staff are consistently working together towards common goals.

Inspection judgements

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

Children happily arrive at the club and are quick to settle into the routine of having a snack or engaging with an activity. There is a wide range of activities available to meet the differing needs, ages and abilities of the children. Staff plan these well based on their knowledge of the children's interests and the appropriate educational programmes. Staff include the children's interests and requests in their planning, which ensures that the activities available are relevant to them. As a result, they are highly motivated and engaged. The children can choose from a good variety of activities, such as cutting and sticking, making models, action figure play, construction, painting and role-play. They also have good access to larger scale equipment outside to encourage their physical development. Children choose what they want to do, can follow their own interests and are confident to request any further resources that they might need. Children have fun following their own choices in their play and also enjoy adult-led activities, such as cooking. However, staff do not present books effectively, which discourages children from spending time exploring them. In addition, role-play resources are not always easily accessible and so children are not able to use them routinely to develop their

imaginations.

Staff know the children well and ensure that they make good progress in their learning by liaising closely with school staff, parents and carers. This process means that staff know the children's starting points well. They then carefully monitor progress through observing and talking with the children and keeping a record of their progress in their learning journeys. Children complete an 'all about me' sheet so that staff have useful background information and can get to know them quickly. Children also complete a 'smiley face' questionnaire of likes and dislikes, which staff use to include favourite activities for individuals. Staff share learning journeys with parents and children to reflect on progress, and include valuable information from the children, school staff and parents.

Children and staff talk together throughout the sessions. Staff carefully listen to children, encouraging them to share their thoughts and express their views. Children are able to develop their language and communication skills well and to make good progress in their personal, social and emotional development. There is a welcoming atmosphere and staff provide good role models. Children demonstrate kindness towards each other by sharing, taking turns and helping each other. Parents comment that they are happy that children of all ages are friendly and play together. For example, during a cooking activity the older children help the younger ones with aprons and children take it in turns to select, weigh and mix ingredients. Children develop their thinking skills and solve their own problems supported by staff who skilfully encourage them to find solutions and have a try.

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

The play leader is the key person for children in the early years age range and the staff work well as a team to provide consistency of care. The key person system ensures that there is a close relationship between the children, the key person, the school and the parents. This process ensures that children settle well, form close relationships, feel valued and grow in confidence.

Children behave well and they know the routine and structure of the sessions as well as the rules and boundaries. Staff encourage children to contribute their ideas to the rules displayed on the wall and they use the 'traffic light' behaviour management system in line with the school. Staff are careful to explain why the children should do things, which means that the children respond well to staff, as they understand why the rules are there. This in turn gives the children a feeling of safety and security. Children often remind each other of the rules and staff encourage them to talk about their own needs and those of others.

Children gain a good understanding of how to keep healthy, as staff provide healthy snacks and a range of opportunities to encourage physical exercise. Children enjoy sitting down to a sociable snack time where they can make choices from a selection of healthy foods, such as bananas, pineapples, carrots and cheese. Staff and children follow good hygiene routines when making and preparing food. The children learn to be independent as they pour their own drinks, pass plates to each other and clear away their plates and

cups. The children benefit from being out in the fresh air every day and enjoy a wide range of activities outside. Children say that they particularly like playing outside at the club and especially enjoy the range of equipment that they can use. They develop their physical skills well as they play with bats and balls, use climbing equipment, push and steer wheeled toys and invent their own running and chasing games. They also enjoy quieter activities outside, such as painting with big brushes from buckets of water and constructing large scale models, which further extend their creative and physical skills.

Overall, the club provides a stimulating and welcoming environment for children both indoors and outdoors. Staff work well to supervise children closely and keep them safe while also having time to interact with children and support their learning and development. Children can access most of the resources they need independently so that they can make decisions and choices.

There are good links with the school that enable staff to support children in their transitions between the club and the school. There are effective systems of communication, both verbal and written, with parents and with the school, which ensures that staff meet children's needs and support their progress.

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

There is effective leadership and management in place. The management has a good understanding of the learning and development requirements appropriate to the provision. Effective monitoring of the curriculum provides a broad range of experiences and staff make sure this is centred around individual children's needs and interests in order to help them make progress.

Staff have a good knowledge of safeguarding procedures and know how to protect children in their care. There are effective vetting and recruitment procedures ensuring that all staff are suitable to work with children. Staff have relevant training and understand their responsibilities. Procedure and policy documents are readily available for reference if needed. Good systems are in place to keep children safe. School staff escort children to the club and exchange relevant information with club staff. Staff monitor accidents along with any existing injuries and there is close liaison with the school to help protect children from harm. The premises are secure and staff supervise children well both indoors and outdoors. Parents comment that they feel their children are well looked after, safe and secure.

There is a generally effective self-evaluation process in place, although this does not fully embrace everyone in sharing and understanding the vision for the future. The management support staff well in identifying clear goals, providing training opportunities, and monitoring performance through regular reviews and appraisals. The club seeks the views of children and parents on future development but does not always make the results clear to parents.

The club has good partnerships in place with the school, parents and others involved in the care of the children they look after. This ensures that staff can provide continuity for the children and can be a link between home and school. Staff talk to school staff and parents on a daily basis so that parents feel informed about their children's day and the progress they are making. The club also sends home newsletters with feedback slips, asks parents to complete questionnaires and to attend parents' evenings and meetings with the school. These processes foster good partnership working. Staff take note of all the information they gather so that they can build an accurate picture of children in order to meet their needs. This enables staff to plan effectively for individual children so that they feel valued and make progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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

Unique reference number	EY379644
Local authority	Hampshire
Inspection number	815770
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	24
Number of children on roll	25
Name of provider	Gillian Ann Wrixon
Date of previous inspection	05/02/2009
Telephone number	02392 483 336

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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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