

Kid-Zone St Ann's

St. Anns C of E Primary School, View Road, Rainhill, Prescot, Merseyside, L35 0LQ

Inspection date

17/12/2012

Previous inspection date

04/03/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Staff plan a variety of adult-led and spontaneous activities, which generally promote most children's learning through play and enables them to make independent choices.
- Children are happy and settled and have formed positive relationships with each other and staff.
- Mealtimes are treated as a social occasion, so that children can relax, have time to enjoy their food and talk with their friends and staff after a day at school.

It is not yet good because

- Planning is not linked to observations of children's learning or interests from either the club or school. Therefore, opportunities for individual children to extend and complement their learning both inside and outdoors, have not yet been fully embraced.
- Self-evaluation is not fully developed to include the views of parents and children or to be clear about action for improvement.
- Parents have not been made aware of the key person system, which does not ensure that they are aware of who to approach with comments, concerns or significant information about their children, to help support continuity of care.
- The setting's policy on the use of mobile phones and cameras has not been successfully implemented because the staff team have not yet familiarised themselves with it. This does not ensure that safeguarding procedures are robust and fully protect children.

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 presented in the main playroom and dining area.
- The inspector met with the manager of the provision and checked evidence of suitability and qualifications of practitioners working with the children.
- The inspector looked at children's assessment records and planning documentation and discussed these with practitioners.
- The inspector discussed the self-evaluation and improvement plan with the staff present, and took into account the views of children spoken to on the day.
- The inspector also took account of the views of parents and carers spoken to on the day and in information obtained from completed parents' questionnaires.

Inspector

Rachel Deputy

Full Report

Information about the setting

Kid-Zone St Ann's was registered in 2007. It is one of three settings owned and managed by an individual. The setting is registered on the Early Years Register and on the

compulsory and voluntary parts of the Childcare Register. It operates from three rooms within St Ann's C of E Primary School in Rainhill, Prescot in Merseyside. The setting operates Monday to Friday during term time from 7.45am to 9am and 2pm to 6pm. There are a total of 51 children on roll, of whom 15 are within the early years age range. Children attending the out of school provision are pupils at the school. The setting is able to provide care for children with special educational needs and/or disabilities. The setting employs three members of staff, plus two support staff. Of these, four hold appropriate early years qualifications. The setting receives support from Sure Start.

What the setting needs to do to improve further

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

- ensure that the educational programme consistently provides experiences, which consider the individual needs, interests and stages of development of each child
- share regular two-way information with other providers to complement children's learning, and with parents, to ensure that they are aware of the name of their child's key person and their role
- develop systems for self-evaluation and staff supervision further, in order to promote continuous improvement and ensure that staff are aware of changes to key policies.

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

- increase opportunities to use the outdoor play environment to fully support children's all-round development.

Inspection judgements

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

Children are keen to participate in the activities and select tasks independently. They are able to request an appropriate range of toys and resources and staff plan a variety of play activities, which generally occupy children. However, planning and assessment arrangements do not reflect the revised Early Years Foundation Stage Framework. Consequently, systems for observing what children can do, assessing their progress and planning for their next steps are not currently being used effectively. This means that activities sometimes lack challenge and are not always suitable for the children participating. This is because most planned activities are based on what adults assume children are interested in, rather than to extend specific learning for individual children.

However staff understand that children need time to pursue their own interests without interruption. They provide opportunities for children to complete activities to their satisfaction and to go back to the activity when they wish. For example, children enjoy making Christmas cards and enthusiastically talk about their Christmas wish list. They take a break and relax on the mats provided and then return to their craft activity and re-engage in their chosen activity. Staff support children's communication skills by talking to them about their school day and responding enthusiastically to their contributions. Younger children are encouraged to label their own work, sounding out letters as they do. This actively promotes their language skills and knowledge of letters and sounds. Staff provide a range of craft activities for children, which enables them to make marks in a variety of ways, such as, painting, gluing and sticking. Children are able to use their imagination in different situations, such as role play and enjoy dressing-up as their favourite characters. Access to a television, computer and interactive games console, raise children's awareness of information and communication technology.

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

The provision is welcoming for children, with defined areas for them to be busy and active and spaces where they can rest and relax. Staff provide good role models for children to encourage them to listen and follow instructions and to respect each other. As a result, behaviour is good and all children play well and in a safe way together. For example, older children share a computer and show their younger peers how to use the program. Staff are consistent in promoting good care practices because children are encouraged to follow good hygiene routines. Children know to wash their hands before eating and are able to explain why this is important. They benefit from a freshly prepared, nutritious snack and when eating together, they learn good table manners. Children demonstrate independence in managing their own needs, such as helping themselves to a drink when thirsty. Children on occasions, join in outdoor play to promote their good health and physical skills. They have access to an enclosed outdoor area and the school grounds and fields. However, staff give less consideration to the planning of outdoor physical activities, to aid children's enjoyment and enhance their learning and development. Children learn about fire safety and know the procedure for evacuation in an emergency, which the staff regularly practise with them.

Staff introduce the special celebrations and customs of other people's religions and beliefs as part of the activity planning. For example, children make Diwali lanterns and learn about Chinese New Year. Welcome signs and posters within the school, further promote a welcoming and inclusive environment.

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

Staff have a sound understanding of their responsibilities for safeguarding children and know the procedure to follow should they have a concern. The required documentation is in place and generally suitably maintained. Criminal Records Bureau checks have been

carried out on the whole staff team to ensure that they are suitable to work with children. However, due to a lack of effective staff supervision and monitoring, some key policies are not fully understood. For example, staff are unsure of the setting's written policy on the use of mobile phones and cameras. This does not help to ensure that children are fully safeguarded. Staff understand their responsibilities to provide safe play space for children. For example, when setting up equipment, a risk assessment is carried out to minimise the risk of harm to children.

The management team has put in place a process to identify areas of strength and weakness. However, this is not yet a robust, well-embedded process. Consequently, the provision has yet to identify priorities by setting clear targets. Some of the actions and recommendations from the last inspection have been addressed. For example, fire drills are now carried out regularly. The staff team are in the early stages of consulting with parents and children about their views on the service. Parents are asked to provide basic information when their child starts at the club and they are able to discuss the general health and well-being of their child at collection time. However, the setting has not fully implemented the key person system by informing parents, who their child's key person is and the role that they play. This means that parents are unsure, who to approach with concerns or comments. There are links made with the school and the setting acts as a link between school and home for some children with regard to their general health and well-being. This means that there are some consistent approaches in place to support children's care. However, staff do not consult with the school about children's learning, which means that there is a lack of continuity in the educational programmes provided, so that the provision complements and extends children's learning in school.

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	EY361023
Local authority	St. Helens
Inspection number	821020
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	32
Name of provider	Joy Brobyn
Date of previous inspection	04/03/2009
Telephone number	07867998070

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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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