

KidZone, Sawtry

Sawtry Junior School, Middlefield Road, SAWTRY, Cambridgeshire, PE28 5SH

Inspection date

Previous inspection date

30/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 eager to learn. They benefit from a wide range of fun activities and experiences to provide them with opportunities to make good progress in all areas of learning and development.
- Practitioners have a good knowledge of how children learn, and they interact effectively with children to help them think and demonstrate what they know.
- Children's behaviour is very good and they understand the behavioural expectations of the club as practitioners are good role models for them. In addition, their views are valued and listened to within the provision.
- Information sharing and partnership working with the school is very good so that children's individual needs are known and well met.

It is not yet outstanding because

- There is scope to improve the information obtained from parents before their child starts at the club so that practitioners are fully informed of each child's starting points.

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 main room and the outside learning environment.
- The inspector looked at a selection of policies, evidence of suitability and qualifications of practitioners working with children and the attendance register.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector talked to the provider and manager, and gave feedback at the end of the inspection.

Inspector

Emma Bright

Full Report

Information about the setting

KidZone was registered in 2012 and is one of two privately owned settings. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building in the grounds of Sawtry Junior School in Sawtry, Cambridgeshire. Children have use of one main group room and

an enclosed outdoor area.

The club is open five days a week from 7.45am to 9am and 3pm to 6pm during school term times. A holiday playscheme operates in most of the school holidays from 7.45am to 6pm. Children attend for a variety of sessions. The club accepts children aged between four and 11 years. There are currently 52 children on roll, six of whom are in the early years age range. It supports children who speak English as an additional language.

The club employs seven practitioners. Of these, one holds an appropriate qualification at level 4, five practitioners have appropriate qualifications at level 3. One practitioner has an appropriate qualification at level 2 and is working towards level 3. The club is a member of 4Children and receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the depth of information gathered of children's prior skills on entry to the club, for example, by making home visits.

Inspection judgements

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

Practitioners have a good knowledge of how children learn and put this effectively into practice. They provide a broad educational programme, which takes into account the areas of learning. As a result, children enjoy a range of challenging activities and have lots of opportunities for play. Practitioners record children's progress, which enables them to ensure children are making good progress in their learning. They find out about children's interests and talk to parents on a daily basis about their child's achievements. This means they can plan effectively for children's ongoing learning needs. However, there is room to develop how the information is gathered before children attend to ensure that practitioners are completely informed of children's starting points and can build on these.

Practitioners encourage children's communication skills through effective interaction. Children confidently share their views and talk about the activities they enjoy because practitioners engage them in enjoyable conversations. They spend time with the youngest children, playing with them and building their confidence. For example, practitioners ask questions to help children think critically as they work together to complete a complex jigsaw. Children readily choose to play outdoors and enjoy games with the parachute, listening carefully to the instructions as they hide underneath. They help themselves to

torches so they can see where they are going outside. Lots of discussion takes place as children talk about why the camera is not working and they decide it needs new batteries.

Children benefit from play experiences which capture their interests and imagination. They make up their own games, such as pretending to be pirates and they act out pantomimes dressed as familiar characters. Practitioners are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. They place a strong emphasis on learning through play, having fun and building positive relationships. Children have formed firm friendships with one another and clearly enjoy one another's company. Consequently, children settle quickly and thoroughly enjoy their time after school.

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

Children help themselves to a wide range of interesting toys and resources to support their play. The play environment offers plentiful opportunities for children to be active or to relax with quieter activities and chat with their friends after their school day. Children are relaxed and confident in the nurturing care of practitioners; they demonstrate good levels of self-esteem because practitioners are attentive and value their contributions. Practitioners manage children's behaviour very well. They act as good role models, taking time to listen to children and helping them to share popular resources when necessary.

Each child has a key person who ensures that their learning and care is tailored to their individual needs. The key person liaises regularly with school staff, which means children's continuing success at school is very well supported. Practitioners find out about children's preferences by gathering information from parents. Regular conversations with parents ensure that children's needs are effectively met. Warm relationships with practitioners create a friendly and inclusive atmosphere in the club where everyone is welcome. In addition, children are encouraged to have a say and be part of the decision making process. For example, at children's meetings, they decide on activities, ideas and club rules, and contribute to future club plans.

Children competently follow appropriate hygiene routines with minimal support and manage their personal needs with ease. They prepare their own snack and help themselves to drinks throughout the session. Children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. Children are encouraged to be responsible for essential tasks, such as clearing away after having their snack or tidying away resources and this promotes their independence.

Practitioners are effectively deployed to ensure children's safety at all times. They remind children of any dangers and supervise them carefully as they play. Risk assessments and daily checks of the premises are carried out to ensure children are safe. In addition, children explain that they wear reflective jackets when playing outdoors in the dark so they can be seen. This helps them to think about, and develop their understanding of, safety.

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

Practitioners ensure children are effectively safeguarded and all have attended training to update their knowledge. They are very clear about the procedures to put in place in the event of any concerns about a child in their care. Rigorous recruitment, induction and vetting procedures are in place to ensure that all practitioners are suitable for their role. There is an effective appraisal and performance management system that supports their continuing professional development.

The provider and manager are effective leaders, setting high aspirations for quality. They share their vision with practitioners, which mean they all work together as a cohesive team. The provider has a very good understanding of their responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the club is always evolving and improving. For example, self-evaluation effectively includes children and parents so that they can contribute to decisions about improvements for the club.

Very good partnerships with the school means practitioners have a good view of children's all round development. This contributes strongly to children's continuity of care and learning. Practitioners demonstrate a very good understanding of the benefits of working with parents so that children's individual needs are met. Parents speak highly of practitioners at the club as they value the supportive relationships and the continuity this offers for their children. They report that their children enjoy their time and have settled very readily at the club.

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
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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.
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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	EY449490
Local authority	Cambridgeshire
Inspection number	881098
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	32
Number of children on roll	52
Name of provider	Dawn Quince
Date of previous inspection	Not applicable

Telephone number

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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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