

Kidzone

Whitehall Academy, Melbourne Road, CLACTON-ON-SEA, Essex, CO15 3SP

Inspection date	07/05/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The staff have established friendly and supportive relationships with parents, and this ensures they are fully informed about their child's time at the club.
- Children are very happy, settled and busy at the club. This is because they have formed positive attachments to the staff and are provided with a range of fun activities.
- Children are provided with a hearty snack which they choose for themselves, to ensure they are not hungry, and they are developing a sound understanding of what constitutes a healthy diet.
- Children have many opportunities to play in the fresh air and exercise because they have use of a secluded garden area and the school playground. They confidently choose what they want to do and flow freely from indoors to outdoors.

It is not yet outstanding because

- Children are unable to access a quiet, cosy space within the playroom, should they want to relax, sit quietly or chat with friends.
- The use of self-evaluation has not yet been fully implemented to assess all aspects of practice and promote improvements in children's learning, development and care.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoor and outdoor learning environments.
- The inspector held discussions with the manager, staff team and children.
- The inspector viewed a sample of children's development journals.
- The inspector viewed evidence of risk assessments, policies and procedures, and other documentation in relation to health and safety checks.
- The inspector took account of the views of parents spoken to on the day and from comments included on recent questionnaires.

Inspector

Lynn A Hartigan

Full Report

Information about the setting

Kidzone out of school club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated within the grounds of Whitehall Academy in Clacton, Essex, and is one of two settings run by the same private owner. The club serves the local area and is accessible to all children. It operates from a demountable building and children have supervised access to the school playground and gardens.

The club employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3. The club opens Monday to Friday during school term time. Sessions are from 7.30am until 8.45am and 3pm until 6pm. Children attend for a variety of before and after school sessions. There are currently 50 children on roll, of whom eight are in the early years age group. The club supports children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- provide a cosy, quiet space for children to be calm or when they want to be quiet, in addition to the book corner

- implement more rigorous use of self-evaluation to monitor and analyse practice, to ensure that the quality of children's learning, development and care continues to improve.

Inspection judgements

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

Children are enthusiastic learners and enjoy a balance of adult-led and child-initiated play. This is because staff have a good understanding of how children learn. Children are extremely settled and confident at the club and choose activities that interest them. Staff are supportive and there is good interaction between the children and staff. For example, children decide the garden needs weeding. They energetically help each other pulling at the weeds and dandelions. They are fascinated by the flowers and have animated conversations with the staff, who are skilful in their questioning. Resources, such as bags, are quickly provided for the children to store the weeds and they decide it would be a good idea to have a compost heap. This prompts a conversation on the importance of

recycling. Yellow and green paint is provided as children want to paint the flowers they have picked and have great fun painting pictures outdoors.

Children enjoy using the action figures and play imaginary games with their friends. While younger children take care of their 'babies', changing their clothes and taking them outdoors to play. This imaginary play promotes lots of conversation and children develop their language skills. Children sit for some time playing 'snakes and ladders'; they work well together and confidently count the appropriate number on the dice and learn to take turns. Children's creativity is supported well and they relish their time using the school's 'green room' where they can act out shows, sing and dance. Children have suitable opportunities to develop skills for future learning. For example, they access reading books and writing materials, and their written comments and stories are displayed within the club. They use everyday technology as they are also able to use the school's computer suite.

The staff are very aware of the children's interests as they have obtained useful information from parents about their likes and dislikes. Staff have high expectations for the children and are able to make accurate assessments of them as they regularly observe and identify next steps in learning, which informs future planning. This ensures sufficient challenges are offered and children's individual needs are supported.

There is good communication shared with the schools children attend, to ensure that the provision for early years children complements the learning they receive at school. This also includes support for children requiring additional help. The playroom is bright and children's artwork is displayed on boards, creating a sense of belonging. However, children who may choose to sit quietly and relax, are tired or want to sit quietly and chat with friends, are unable to do so easily. This is because there are limited quiet, cosy spaces for them to access. Parents are positively encouraged by the key person to view their children's development records and contribute to their ongoing learning. Weekly planning is displayed on the parents notice board and the children's individual progress plans are shared with parents so that they can support their learning at home.

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

Children are very settled and confident in the club; this is because staff have secured strong attachments with them. Individual settling-in sessions are arranged to meet the needs of the child and their parents. There is a small staff team and the children are very familiar with their consistent presence and know them well, happily approaching them when they need assistance or a cuddle.

Children are very lively and enthusiastic. They are familiar with the routines, and the older children help the younger ones sort their coats and book bags as they prepare for snack. Children speak respectfully to one another and to the staff. The staff are good role models and use age-appropriate ways to manage behaviour and encourage good manners and politeness at all times. Children have developed a secure awareness of their own personal safety and listen carefully to staff instructions. For example, they are asked how they must use the large climbing apparatus and slide safely before going into the playground.

Staff hold certificates in food safety and are able to prepare meals. The daily routine is for children to wash their hands before sitting at the table as they arrive at club. This helps promote the children's understanding of the importance of self-care. They are able to choose the type of snack they fancy and have hearty appetites. They sit and chat about their day at school while eating ample portions of brown toast and beans. Staff show genuine interest in the children's conversations about their day.

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

The staff team have a good understanding of the requirements within the Statutory Framework for the Early Years Foundation Stage. The manager has a sound overview of the curriculum and routinely evaluates activities provided. Documents, such as 'Development Matters in the Early Years Foundation Stage', are used as guidance to ensure children make steady progress.

Staff are very aware of their individual responsibility to safeguard children and are familiar with the club's policies and procedures. They complete training and online courses to ensure they are up to date with current practices. All staff complete relevant background checks to ensure they are suitable to work with children. Risk assessments are completed and fire drills are practised to ensure children are able to play in a safe environment at all times and know how to evacuate the building in the event of an emergency. Staff are fully aware of the need to report significant incidents to Ofsted to ensure children's welfare is protected.

The manager demonstrates a commitment to continuous improvement of the club and is receptive to comments made during the inspection. An action plan is in place that details areas for improvement, but the self-evaluation is not sufficiently rigorous to accurately assess the quality of the practice and provision and the impact for children. Children benefit from the very friendly working partnerships between staff and parents. Good information is provided for parents through daily conversation, newsletters and notice boards displaying useful information. Good partnerships have been established with the school children attend and other local schools in the area. All parents are keen to express their complete satisfaction and appreciation of the staff and how they care and support their children's learning. They comment on the relaxed, friendly atmosphere and the flexibility of the staff to accommodate their needs. Parents comment on how their children cannot wait to attend and are completely satisfied with the progress their children make.

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 action. 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	EY453955
Local authority	Essex
Inspection number	890550
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	50
Name of provider	Chestnut Grove Kindergarten Ltd
Date of previous inspection	not applicable
Telephone number	01255422825

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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, which are usually the childminder's 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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