

# Kidz.Comm

St. Marys RC School, Vivian Road, BIRMINGHAM, B17 0DN

## Inspection date

Previous inspection date

04/06/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Children take part in a very exciting range of activities through which they make rapid progress as a result of consistent, high quality teaching and guidance.
- Partnership working with parents, the wider community and other early years providers is very strong. This means that children are supported exceptionally well in their learning and have an extensive range of learning experiences.
- Children are extremely happy and secure, as their health and well-being are given the utmost priority by the caring staff.
- Children are extremely safe at the club, as the manager ensures that the highly effective policies and procedures are implemented by all staff. Children are supervised vigilantly so they are safe.
- There is an exceptional drive for improvement due to the manager's innovative and exceptionally well-planned organisation of all aspects of the provision. This leads to continuous improvements in children's achievements.

## 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 playroom and the outdoor play area.
- The inspector held meetings with the manager/provider of the provision.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Kidz.Comm was registered in 2007, and re-registered in temporary accommodation in 2012. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in St Mary's RC School in the Harborne area of Birmingham. It operates from the dining room and has use of the school hall and the outdoor play areas. The club serves the local area and is accessible to all children.

The club employs 10 members of childcare staff. Of these, the provider/manager holds a level 4 qualification, five staff hold a qualification at level 3, and two hold level 2. A volunteer also works at the setting. During term time the club is open from 7.30am until 8.45am and from 3.30pm until 6pm. During school holidays it is open from 8am until 6pm. Children attend for a variety of sessions. There are currently 37 children on roll who are in the early years age group. The club supports children who speak English as an additional language and children with special educational needs and/or disabilities. It 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:

- develop even further the ways in which information is shared with parents, such as through email, and involve parents even more in children's learning, for example, by encouraging them to visit the club to talk to children about their jobs.

## Inspection judgements

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

Children choose from a wealth of exciting activities and resources in the large playroom and on the hard and grassed outdoor areas. These are extremely well organised, as children choose what they want to play with and help staff to set up different areas. Staff obtain detailed information about children through discussion with parents and with children themselves. This builds a full picture of what children know and can do, and of their likes and dislikes. Staff use this information to plan according to individual children's interests and needs, which means they are fully engaged and motivated in their learning and play. The assessments inform children's next steps in learning so that they make extremely good progress. Staff observe and assess children so that any gaps in learning are clearly identified and are closed rapidly.

Parents are encouraged to share information consistently with staff about their children's

achievements so that their needs are exceptionally well met. They are extremely well supported in extending children's learning at home as they are invited to attend regular Saturday play sessions. Parents work with children to plan creative activities and share their skills with the group. Staff provide help and advice for parents on a range of extra learning activities across the community, and share information about their children's activities and events at the club. Staff wish to extend this further through finding even more effective ways to keep parents well informed and to involve them further in children's learning.

In bad weather, staff ensure that all children have space to move around and use the room for a wide range of activities. They develop children's physical skills extremely well through the use of dance mats and virtual sports on the computer indoors, and an extensive range of ball games and wheeled toys outdoors. Children enjoy using self-propelled cars to race each other and practise their coordination. They are very imaginative in role play, and staff develop children's language and vocabulary very well as they interact in this.

All children, particularly those for whom English is an additional language, are taught to develop their communication skills very effectively. Staff listen to what children say and question them very skilfully so that they think about their learning. They plan activities that require children to speak in front of the group so that they practise explaining themselves clearly and extend their sentences. Staff challenge children to solve practical problems and other puzzles through the many games and quizzes they guide them in. Children with special educational needs and/or disabilities are supported very well through close working with parents and outside agencies. Staff support children in their reading and other school work, and liaise closely with the schools children attend so that they extend and complement their learning in all areas. Children achieve consistently high standards and are exceptionally well prepared for the next stage in their learning.

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

Children are extremely happy and secure, as they say they really enjoy attending the club. They form close bonds with their key person, and a 'buddy' system means that children settle exceptionally well when they first join. Staff encourage children to be kind and helpful to others, for which they are rewarded and can then become a 'buddy' if they wish. This helps children to become responsible and to be aware of the needs of others. Children from four schools enjoy socialising together and there are extremely good relationships between all children and staff. Younger children are secure in the highly welcoming and caring environment of the club. They enjoy mixing with and being helped by the older children. Staff encourage children to be independent in their choice of activities and in the daily routines. Children know they need to put their identity cards in a different column if they go to the bathroom or play outside, so that staff know where they are at all times. A reward system is used to encourage them to pour their own drinks or hang their coats up and be responsible for their own belongings and self-care.

Healthy eating and lifestyles are strongly promoted, and staff involve parents in this so that children learn lifelong skills which benefit their health and well-being. Staff teach

children to keep themselves safe, particularly when crossing the school car park. They manage risks safely in their use of the outdoor equipment. Staff speak to parents each day in order to obtain information about children's well-being so that their needs are constantly met and they are treated with great care and sensitivity. Children's cultures are celebrated and diversity is welcomed. Children make flags to represent their heritage and include words in their home languages. They receive frequent praise from staff for their good manners and achievements, which gives them growing confidence and good self-esteem. Behaviour is extremely good and high value is given to children's opinions and individuality.

The club organises and hosts an event each summer term, aimed primarily at parents and children who will start school the following September and who may join the club. They invite other clubs and organisations in the community, such as librarians, council family services or people who run a range of skills classes for children. This enables parents to see how their children settle with the school and club staff, and means that children get to know them before they start. This makes both children and parents feel secure.

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

The owner, who is also the manager of the club, monitors all aspects of the provision meticulously. She observes staff in their daily practice and holds regular discussions which identify areas for improvement. Well-focused training, coaching and mentoring are implemented as a result of this, and staff have input into their own professional development. The manager is intuitive in her observations and coaching of staff. She helps them to evaluate their practice and to reach their full potential, which in turn ensures staff maximise children's learning potential. There is excellent teamwork and all staff, children and parents have input into the highly effective self-evaluation process. The implementation of an ongoing improvement plan means that there is a highly successful drive for improvement which maintains children's high levels of achievement over time. The manager is inspirational in her motivation of not only the club staff, but a large section of the community, which means that children are supported extremely well and receive a wide range of learning and social experiences.

Children are extremely safe as the detailed and effective policies and procedures are implemented by all staff. They supervise children vigilantly, and the manager applies robust procedures in the recruitment of staff. The premises are safe and staff have attended recent safeguarding training, which means they have a thorough knowledge of child protection and know what to do in the event of a concern. Staff are meticulous in ensuring children cross the school car park to the outdoor play area safely. They are accompanied at all times, and parents are asked to implement this too so that children learn to keep themselves safe in this area.

Partnership working with parents and carers, other professionals and other early years providers is exceptionally strong. Parents are invited to make suggestions and comments to improve the provision, and children are frequently asked for their opinions on the activities. Very effective links with the schools children attend ensure they receive

continuity in their learning and care, and that messages are passed between schools and parents. The club shares its resources, such as the minibus, with other providers, and ideas and best practice are shared, which means that practice continually improves. The club is a driving force in the community in its provision of excellent care and support of children and their families.

### **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

<b>Unique reference number</b>	EY457770
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	894261
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	100
<b>Name of provider</b>	Kidz.Comm Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 464 2141

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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