

Kidzone@Sowerby

Sowerby Cp School, Topcliffe Road, Sowerby, THIRSK, North Yorkshire, YO7 1RX

Inspection date	08/07/2013
Previous inspection date	01/06/2009

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

- Policies and procedures are well written and consistently implemented. They have been updated to take account of the Statutory framework for the Early Years Foundation Stage and to ensure the safety and welfare of the children.
- Regularly reviewed risk assessments and daily safety checks ensure children have safe, secure premises and good supervision when out of the building.
- Children are settled, happy and motivated in their play. Consequently, they show good levels of engagement, independence and curiosity.
- The informal programme of activities meets the needs of all children attending and takes account of their individual needs and interests. As a result, children enjoy their learning and make good progress overall.

It is not yet outstanding because

- Children's independence and confidence is no longer as fully supported when preparing the food to share at snack time.

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 the children at play and their interaction with staff and their peers and held discussions with their key persons.
- The inspector looked at the individual files maintained by staff to show the progress of the children attending.
- The inspector took account of the views of both parents and children through discussion and documentation.
- The inspector looked at the policies and procedures and the risk assessments for the out of school club.
- The inspector toured the inside of the building used by the out of school club and discussed safety procedures for outside play.

Inspector

Rosemary Beyer

Full Report

Information about the setting

Kidzone@Sowerby was registered in 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in portable premises in the grounds of Sowerby Community Primary School and is managed by the owner. The out of school club serves the local area and is accessible to all children. It operates from one room and there is an enclosed area available for outdoor play.

The out of school club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two have a qualification at level 2.

The out of school club opens Monday to Friday, term time only and on days when there is demand in the school holidays. Sessions are from 7.30am until 9am and 3pm until 6pm. During holidays, the sessions run from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 45 children attending, of whom four children are in the early years age group.

What the setting needs to do to improve further

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

- enhance opportunities for children to further develop their independence and confidence by more involvement in food preparation at snack time.

Inspection judgements

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

The out of school club is well planned to enable children to explore and play freely. They can help themselves to a wide range of resources, which are available to meet the needs of all the children attending. Furniture and facilities are suitable and safe to ensure they are comfortable. Children have opportunities to choose the activities staff put out each session and these are ready when they arrive from school, although, most activities are chosen on arrival. They are involved in and concentrate well on their chosen tasks. Children use a wide range of freely accessible resources to pursue their own interests as well as the planned activities provided. For example, a group of children spend their time building with construction toys, cooperate well and support children in the early years age group, who are also involved. The quality of teaching and support is good. Staff provide an encouraging environment where children feel confident to 'have a go'. For example, children persevere as they try to coordinate their movements on the 'balance ball'. Staff give the children time and space to practise this skill but also offer help where needed.

Children have access to a wide range of books, both for stories and information. They enjoy using books and can sit on the settee to read. Children also have a wide range materials for mark making, including paint and crayons and enjoy doing imaginative artwork. The new tuck shop sign has been decorated colourfully before being displayed. The artwork shows the good development of their creative imaginative skills. Children use the outside space effectively to develop their physical skills. For example, they use balls and bats to promote their coordination and cooperation. They have fresh air and exercise each day, using the school field and the playground, developing good control and balance while using the tyres and logs to climb. Their physical development is, therefore, well supported.

Staff have created development files containing simple observations of children's activities and developing interests. These show that all areas of learning are covered and are completed for all children in the early years age group. Staff know the children well, so are aware of any problems they may have and provide activities to promote their individual learning and interests. They also work closely with the school, parents and outside agencies to develop additional support that children may need. Parents can access the development files to see how their children are progressing. They work well with staff to support their children and provide information about activities at home or new interests their children may have.

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

Staff deploy themselves well to ensure all children benefit from secure attachments. The children and key persons know each other well, which helps the children to settle. The established settling-in process ensures children are familiar with the staff and premises before they stay for the first time. The older children are all confident and caring, providing support for younger children if they need help in their play.

Staff understand the need for good hygiene practices. They pass this on to the children, who are independent in their personal care. Children know it is important to prevent the spread of infection. They are developing a positive attitude to healthy eating and what they need to keep fit and well. Children can choose from a selection of healthy foods when they have their breakfast or snack. The introduction of a more healthy menu at snack time has, however, restricted their actual involvement in food preparation, although, they do still pour their own drinks. This does not ensure that every opportunity is given for children to extend their independence skills to the maximum.

The children behave well and have input into the house rules for the out of school club. They are polite and considerate of each other, sharing and taking turns in their activities. Staff provide good role models for manners and children follow their example.

Children learn to look after themselves in the event of an emergency as they are all aware of the evacuation procedure. They understand the importance of leaving the building quickly when the alarm sounds and know where to meet to keep themselves safe. Although, most children attend the adjacent school, other children learn about the need

for good road safety practice when coming to the out of school club. They walk carefully near the road to prevent accidents, so keep themselves safe.

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

Staff have a secure knowledge of safeguarding issues and know the procedure to follow if they have concerns. Parents are made aware of the responsibility of staff to protect all the children in their care. Staff check the identity of all visitors to the club to ensure only authorised persons have access. They also have a procedure for the collection of children if parents are unable to collect, which ensures anyone unknown to the staff is appropriately identified. Comprehensive risk assessments are now in place, as recommended during the last inspection and annually reviewed or more frequently if required. These identify hazards and the appropriate steps to take to minimise risks and keep children safe. Children are well supervised when outside on the school field, enabling them to have fresh air and exercise each day.

Robust systems are in place for the appointment of new staff with an induction process and ongoing appraisals to support their development. Staff are well established in their roles and work hard to provide good quality care and learning opportunities. Activities are monitored to ensure they meet the needs and interests of all the children. Staff plan activities to support the development of those children in the early years age group to ensure they continue to make good progress. Staff work closely with teachers in the school to support children.

Parents and children are consulted to ensure their views are included in self-evaluation. They make very positive comments about the care their children receive, although, some requested the introduction of healthier snacks. This has now been addressed with the provision of fruit and vegetables as a major part of the snack each day, for example, together with rice cakes. Staff have realised, however, that the children currently have less involvement in preparation, so are still reviewing snack time. Parents are confident their children are safe and comfortable in the out of school club. Children themselves say that they are very happy, like the activities provided and think the staff do a good job. They requested that materials for mark making, such as pencils or pens, be sharpened and replaced. As a result, different items are available for different ages and sharpeners kept in the boxes. Self-evaluation has led to the setting developing a children's committee, which enables children to have a stronger voice in making their suggestions, wishes or concerns known. Minutes of meetings are available for them to see if they cannot attend. The range of activities and resources has also been further developed and learning journals introduced with more focus on the areas of learning to demonstrate children are making good progress.

All the documentation required for the out of school club is now stored on the premises, with confidential information securely stored. The out of school club's policies and procedures are readily available for parents at all times. Staff use them very effectively to provide a well-managed out of school club, which meets the needs of the families, who

use it. The provision provides good quality care in safe premises, where children feel safe, welcome and valued.

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.
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	EY383566
Local authority	North Yorkshire
Inspection number	821623
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	45
Name of provider	Claire Louise Long
Date of previous inspection	01/06/2009
Telephone number	07974645421

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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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