

# Kidzone After School Club

St. Thomas's C of E Junior & Infant School, Great Colmore Street, BIRMINGHAM, B15 2AT

## Inspection date

Previous inspection date

11/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

### Previous inspection:

Not Applicable

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

- Children have access to a varied range of toys and resources and have plenty of opportunities to play outdoors. This means that they are appropriately supported to make steady progress in their learning and development through their play.
- Children are happy and settled and have established positive relationships with staff. As a result, they are content and enjoy their time spent at the setting.
- Staff ensure parents feel welcome. They exchange information daily and pass on any messages from school if necessary. This ensures parents are informed of their child's daily activities and progress.

### It is not yet good because

- Fresh drinking water is not made available to children at all times to ensure that they remain hydrated, especially in hot weather.
- Children are not always encouraged to develop their independence and self-care skills during meal times.
- Self-evaluation is not always used effectively to help to identify strengths and weaknesses or set challenging targets for improvement to the setting.

## 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 spoke with staff at appropriate times and looked at a selection of policies, procedures and children's records.
- The inspector conducted a tour of the premises and viewed the equipment and resources available to the children.
- The inspector chatted with children during their activities.
- The inspector took account of the views of parents spoken to on the day of inspection.

## Inspector

Karen Cooper

## **Full Report**

### **Information about the setting**

Kidzone After School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a company and is one of three settings owned by the provider. It operates from St. Thomas's C of E Junior and Infant School, which is located close to the centre of Birmingham. The setting serves the local area and is accessible to children from St Thomas C and E Junior and Infant School and St Catherine's of Sienna Catholic School. It operates from the school hall and on occasions from two rooms in St Lukes Church. There is an enclosed area available for outdoor play.

The setting opens Monday to Friday during term time only. Sessions are from 3pm until 6pm. Children attend for a variety of sessions. There are currently 29 children on roll, 10 of whom are in the early years age group. The setting offers care for children up to 12 years old.

The setting employs three members of childcare staff, two of whom hold appropriate early years qualifications at level 3 and 2. One member of staff is working towards a recognised early years qualification. The director has the post graduate certificate in education and is a qualified teacher. The setting receives support from the local authority.

### **What the setting needs to do to improve further**

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

- ensure fresh drinking water is available and accessible to children at all times, so children remain hydrated, especially in hot weather.

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

- involve children further in the preparation of food and provide opportunities for children to serve themselves to support their independence skills
- improve self-evaluation to help strengthen the links between identified priorities and plans for improvement that support children's achievements over time.

## Inspection judgements

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

Children happily enter the setting and have access to a suitable range of age-appropriate toys and resources which encourage them to make steady progress through their play. They enthusiastically chat with staff and each other about their school day, and staff listen with interest to what they have to say. This helps them to feel valued and develops their personal, social and emotional development and communication and language skills. The staff plan a variety of activities to ensure children remain interested. They work in partnership with staff within school and demonstrate that they know what children like to do and what their preferences are. Children are able to complete school homework and staff are eager to help out.

Children use their imagination in a variety of situations and particularly enjoy making dens and camp fires. They are able to express their creativity further and join in a range of craft activities, for instance, baking, painting, collage and modelling. Children confidently use a range of large and small equipment, and enjoy building with construction sets and playing outdoors, where they join in a variety of group activities and competing games. These opportunities support their physical development. They have access to a range of toys and resources which acknowledge cultural differences and help raise their awareness of diversity. They have planted sunflower seeds and observed them as they grow, and they help to care for the school's pet chickens. This supports their understanding of the world they live in.

Staff ensure that children have fun. They observe them during their play and use the information gathered to inform future plans. They evaluate the planning of activities and act on the findings in order to extend learning opportunities. As a result, children are acquiring the skills for the next steps in their learning. Children's learning journey records are available for parents to view, to enable them to support their children's learning at home.

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

Children are settled and eagerly enter the setting. They have developed positive relationships with their key person and with other staff and their peers. Staff obtain information from parents during registration to enable them to meet the children's needs. This ensures that children settle quickly and that the transition from school to the setting is as smooth as possible. The staff ensure from a young age that children understand the need to share, take turns and be polite to each other. They are consistent when teaching children right from wrong, and provide explanations to ensure that the children understand what is and is not acceptable behaviour. As a result, children are happy and secure in their care. Staff praise and encourage children, such as when older children show kindness and offer help to the younger children. This promotes children's self-esteem and helps them to feel a sense of belonging. Children confidently move around the indoor and outside space and use range of age-appropriate toys and resources to

encourage them to have fun.

Children are familiar with the daily routine and know to wash their hands before eating. This promotes their understanding of appropriate hygiene habits. They are provided with a variety of freshly prepared snacks and meals which encourage them to eat healthy. All meals are prepared on the premises. However, there are limited opportunities to involve children in the preparation and serving of these to encourage them to develop their independence skills. They enjoy the time spent during meals to relax and sit together around the table with their peers, enjoying their food and each other's company. However, although children are offered a drink during snack time, fresh drinks are not always offered, available or accessible to ensure that they remain hydrated, which is a requirement and especially important in hot weather. Staff are aware of any children who have allergies to specific foods and ensure their health needs are met.

Children are encouraged to understand how exercise helps them to stay healthy. They join in a variety of indoor and outdoor activities and games, such as football, rounders and dancing. Children learn to keep themselves and others safe and know the procedure for evacuation in an emergency, which the staff regularly practise with them. In addition, road safety awareness is promoted during walks from school.

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

Children are appropriately safeguarded because staff are aware of the procedures to follow should they have a concern about any of the children in their care. Senior staff have been trained as designated safeguarding officers, and all staff have completed safeguarding training and paediatric first aid training. Effective vetting and recruitment systems ensure staff are suitable to work with the children. Staff carry out daily safety checks on the premises to make sure hazards to children are minimised. Toys and equipment are kept clean and in a good state of repair. This means children safety is protected.

The management team and staff demonstrate a commitment to continuous improvement. Staff are keen to attend training and demonstrate a satisfactory understanding of the welfare, learning and development requirements. Staff are monitored effectively and have regular meetings to discuss their training needs. They work well together and this is reflected in the happy atmosphere created for children. Staff have begun to evaluate their practice; however, self-evaluation is in its infancy and is not entirely effective in identifying all strengths and areas for improvement to ensure continued and systematic progress in the future. The manager monitors the educational programme and works as part of the staff team to share the planning of activities and ensure that children have access to a range of resources to cover all areas of learning. All staff meet to evaluate the activities, which helps them to understand what works and what needs improvement to meet children's individual needs.

Staff work in partnership with parents. It is evident from discussions with parents that they are happy and value the service provided. For example, several parents comment

that their children complain if they are collected early and that they are very reluctant to leave the setting. Information is shared with parents through daily discussions and policies and procedures. Children benefit from the effective links that staff have established with the schools that they also attend. Staff share information about children's activities with teachers to further aid transition and to promote consistency in children's care and learning.

### **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>	EY458997
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	903865
<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>	30
<b>Number of children on roll</b>	29
<b>Name of provider</b>	Complete Kidz Community Interest Company
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	0121 622 2151

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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  
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