

# Zone4Kids

Coquet Park First School, The Links, WHITLEY BAY, NE26 1TQ

<b>Inspection date</b>	05/11/2013
Previous inspection date	03/03/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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		1
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

- Staff have a very good understanding of how children learn and promote children's reasoning throughout the session. They interact effectively with children to help them think, reflect and demonstrate what they know.
- Children are extremely happy, motivated and eager to learn. They benefit from a wide range of stimulating activities that help them to make good progress in their learning.
- Staff have an excellent relationship with parents, which means that they work together extremely effectively to support the overall care and learning needs of the children.
- Staff provide a home from home environment which enables children to settle quickly and develop close bonds with their key person.
- The setting has a very good relationship with the local school. They complement each other extremely well in order to maximise children's learning.

### It is not yet outstanding because

- There is room to enhance the already good provision for mark making by extending the wide range of sensory and physical activities available.
- There is scope to further strengthen the already good leadership and management of the setting to ensure monitoring sharply focuses on the teaching and learning in order to help children to make outstanding progress.

## 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 toured the setting with the manager.
- The inspector observed activities in the indoor and outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.
- The inspector talked to staff at appropriate times throughout the session.

## Inspector

Elizabeth Fish

## Full report

### Information about the setting

Zone4Kids is privately owned by Tynemouth Nursery Group who run six other settings throughout North Tyneside and Newcastle. It was registered in 2003 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from two purpose-built rooms and the sports hall in Coquet Park First School, Whitley Bay. The club has access to a secure outdoor play area.

The provision employs three members of childcare staff, including the manager, of which two hold appropriate early years qualifications at level 3 or above. There are currently 67 children attending, 15 of whom are within the Early Years Foundation Stage. Sessions are from 7.45am until 9am and from 11.45pm until 6pm Monday to Friday during term time. The club currently takes children from two years to nine years of age. Children attend for a variety of sessions.

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

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

- enhance staff understanding of different ways to encourage mark making by using a range of sensory and physical materials, such as making patterns in sand, threading, tweezers and syringes to further enhance the already good provision in this area
  
- extend the already good leadership and management of the setting by ensuring monitoring is sharply focused on teaching and learning so that staff training is targeted on developing first rate understanding and practice to enhance children's learning to the next level.

## Inspection judgements

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

Staff in the setting are enthusiastic about their work. They ensure that children enjoy a range of interesting and challenging experiences across the seven areas of learning, which are thoughtfully planned to support children's interests. For example, staff put out paper and pens to support children's interest in treasure maps. They extend this effectively by encouraging children to plan what will be on the map and what it may look like, using another treasure map for reference. They encourage children to reflect on their plans as they talk about what they want on the map. Children are highly motivated in this activity and return to it after a brief interruption to look for a helicopter outside. As a result,

children are engaged for extended periods of time because they are interested and motivated to learn. These skills support children's overall learning effectively. Staff have a good awareness of how they can support children's learning and development. Parents fill in detailed admission sheets and also give the staff information that feeds into the assessments of the setting. This helps staff to develop an understanding of the needs and interests of the child when they start. Staff carry out regular and precise assessments, which mean that they can highlight where children are in their learning and how they can support them further. This means that staff have a very good understanding of where children are in their learning. They complete thorough observations, which show children's achievements and these are matched to age related expectations. These include next steps for learning, which feed into the planning. Information from teachers is included in the planning too. For example, they plan further activities such as group games and cooking so that children develop an awareness of the need to take turns. They talk to parents at the end of each session so that they have a clear understanding of how they can support their child at home. As a result, all children make good progress from their starting points.

Staff support children extremely well in their play by following children's lead and extending it to promote further learning. Timely interventions and thoughtful questioning mean that children are encouraged to think carefully about what they are doing and why things have happened. For example, staff give a child time to explore and press buttons on a programmable toy and find out what happens before they intervene with thoughtful questions, such as 'Why do you think that happened?' This means that children develop very good reasoning and problem-solving skills. Throughout the session children are encouraged to talk about and explain their ideas. They talk about Bonfire Night and staff encourage children to reflect on this experience carefully. Later on in the session children are encouraged to plan a treasure map, they communicate confidently, taking into account the views of others. They talk excitedly about their plans as they tell another member of staff that there will be a fire breathing dragon and a castle. As a result, children make good and in some cases very good progress in communication. Literacy is supported well in the setting. Children have access to a well-stocked book area and staff use books as a stimulus for further imaginative play. Staff help children learn about letters and sounds using the computer and resources are clearly labelled with words and pictures. These opportunities help children to develop early reading skills. There are a range of opportunities planned to enable children to develop early writing skills. For example, children are supported to pour their own drinks and writing opportunities are available in the imaginary play area. Children use hammers and nails to make shape pictures too. However, there is scope to develop this further by ensuring that there are a wider range of sensory and physical activities to support children whose pencil grip is less well developed to ensure their excellent readiness for school.

Staff plan a range of activities to enable children to learn about the world around them through practical exploration. They purchase fish from the fishmonger to build on a visit to the aquarium. This encourages children to look closely at living things and find out more about their features. The setting has an allotment which staff use to help children to learn how to look after plants. They are able to explore the vegetables further as they use them to make soup with the support of staff and then explore changes that occur through cooking. Staff plan a range of interesting activities to help children learn about other

cultures and celebrations in their own experience. For example, they find out about celebrations as they celebrate events such as Chinese New Year and Olympic torch parades. There is good planning in place to support physical development. Children enjoy playing football outside and using equipment such as bats and balls in the outdoor area. Other children enjoy using ribbons. This means children have plenty of opportunities to develop large muscle skills. Staff encourage children to prepare snack. This activity supports the development of small muscle skills and encourages children's independence. Staff ensure that the environment supports expressive arts and design. Children enjoy using a range of creative materials and opportunities for painting and sticking are readily available. Children are encouraged to express their own ideas as they explore colour and shape. Children enjoy imaginative play and staff use books and other resources to extend this interest further, They enjoy collecting balls in baskets and going shopping while other children enjoy playing on the train re-enacting going on holiday.

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

Staff are committed to providing a home from home environment and children are extremely happy and settled in the setting and they have an excellent relationship with the staff. Young children have a very close bond with their key person. Children are animated as they recall what they did with their key person in the holiday club. The children thrive in the setting because the setting recognises the importance of staff as additional resources and this means that all staff, especially the key person knows each child extremely well and recognises when they are in need of extra support. Staff have an excellent relationship with parents and talk to them at the beginning and the end of a session and give them detailed feedback about their child's day. Parents value that staff take time to find out things that have been happening in school and believe that staff go above and beyond to ensure the well-being of their children. As a result, children are emotionally secure. Children settle into the setting extremely quickly because there are excellent settling-in procedures which are centred around the child and their family. Staff find out important information, including children's interests and favourite games and toys on their admission form. Children attend for sessions with their parents which vary depending on the needs of the child. Parents are encouraged to visit with the child and when appropriate for the child they gradually withdraw. Parents comment that the staff are extremely kind and caring and have the needs of the children at the heart of all they do. Staff have extremely well thought out arrangements in place for transitions into the school. Staff ensure children are familiar with the reception teacher before they start through visits to the school and school staff being visible in the setting. There are extremely flexible arrangements to support children who find separation more difficult. For example, children are collected earlier if they find it difficult seeing other children going home with parents. The setting shares assessments and learning journals before children start at school. This ensures school staff know the children well and can support their learning needs effectively.

Children play in a spacious, stimulating and well-organised environment, which has been thoughtfully arranged with individual needs in mind. For example, staff have altered labelling to include labels in braille to support children with visual impairment. This means

that resources are easily accessible for all children who select their own resources independently. Displays in the setting recognise children's achievements and things that are important to the children. There are areas within the setting where children can relax as children take their shopping into the den created in the setting. This means children have the opportunity to be quiet and restful if they are tired. Children learn about healthy lifestyles and demonstrate an excellent understanding of health and hygiene as they wash hands before snack and after playing outside or painting. Young children talk about how some foods, such as fruit, are good for them at lunch time. Older children plan a nutritional menu for their teas and enjoy preparing meals such as pizzas with plenty of vegetables. They know that too much sugar is bad for them and understand that they have some apple after meals to look after their teeth. Regular outdoor play means that children benefit from fresh air and exercise. The setting places a high priority on independence, which is promoted throughout the session as children are encouraged to pour their drinks, serve meals, prepare snack and put on their own coats. This ensures children are extremely well prepared for school.

Children have a superb awareness of how to keep themselves safe as they talk about and carry out risks assessments with the staff before they go outside. Children ensure gates are closed and locked and make sure there is no rubbish. Children enjoy doing this and remind adults to close the gates and fasten them. Children also learn how to leave the building in an emergency because they practise fire evacuation regularly. Children are extremely well behaved. They develop the rules within the setting and help other children to follow the rules. Younger children enjoy using puppets to help them think about acceptable behaviour. Children begin to understand why some behaviour is not acceptable. For example, they know that they may fall and hurt themselves if they run and ask to go outside to do running games. Children learn to play alongside other children, they ask for resources and ask to join in games. Consequently, they play extremely well with others and develop outstanding skills to support them in their learning.

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

The manager has a good understanding of her responsibilities in meeting the welfare, and learning and development requirements of the revised Statutory framework for the Early Years Foundation Stage. Safeguarding is good because the manager and staff understand their responsibilities. Staff have recently updated their safeguarding certificates. They know what to do if they had a concern about a child and a current list of contact details is displayed in the setting. Policies and procedures are all very well written and organised. They are developed as a staff team and are known and understood by all staff and parents. There is a rigorous security system for entry to the setting and children are signed in and out. There are clear policies in place for the collection of children and code words are used should someone different collect a child. This means that children are kept very safe. This is enhanced by daily risk assessments, which ensure all the areas of the setting are checked and hazards identified. There are rigorous recruitment and induction procedures in place, which ensures that all staff and students have appropriate suitability checks carried out. Self-evaluation is good because the manager and staff identify what

they do well and how they help children learn. They seek feedback from parents and children and act on their suggestions. For example, they have changed the menu after consultation with children and have purchased trays to ensure children have their own tray to store belongings following suggestions from parents. Recent improvements such as reorganising the resources and purchasing display boards have had a very positive impact. The setting has clear plans for improvement. Staff welcome the support from the local authority and act on the advice given. This means that the club has a good capacity to improve further.

The manager has a good overview of the setting. The staff have regular supervision meetings where they discuss their strengths and how they could improve the provision. Areas for development are highlighted and used to identify professional development opportunities. The setting places a high priority on professional development and actively encourages and supports staff to obtain further professional qualifications. There are good support mechanisms in place to enable them to do so. Recent training attended has had a good impact because staff reflect on their practice and make appropriate changes, such as reviewing their procedures for dental hygiene. The manager monitors the quality of teaching and learning throughout the session as she works alongside the other staff. However, this is not sufficiently robust, resulting in very occasional differences in practice not being picked up. For example, activities to develop pencil grip are sometimes focused on writing and tracing. In discussion the manager acknowledged she would do things differently but this has not been picked up as yet.

Partnerships with parents are very good as staff do a verbal handover at the beginning and end of the day. They take into account any messages that need to be passed onto school and parents comment that their children are very happy in the setting. Parents welcome the flexibility that the setting offers and comment that staff go out of their way to support children and their families. Parents know what their children have been doing in the setting and the setting encourages parents to share what they have been doing. Scrapbooks that children take home in turn develop this further because it helps children to talk about what they have been doing. Partnerships with the school are very good. The aim of the setting is to complement what happens in school. They attend school trips with children in the school, which enables them to build on school topics as well as observed interests in the setting. For example, after a recent visit to an aquarium, staff have set up an aquarium in the setting and children have had the opportunity to look closely at fish. They hold regular meetings with the staff and teachers often come into the setting to look at files too. The school and setting share resources too. This means that the school and club work together to support children's learning effectively.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY275725
<b>Local authority</b>	North Tyneside
<b>Inspection number</b>	877658
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Tynemouth Nursery Group Limited
<b>Date of previous inspection</b>	03/03/2009
<b>Telephone number</b>	0191 2581662

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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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