

Little Tykes Kids Zone

HASLAND INFANT SCHOOL, Eyre Street East, Chesterfield, Derbyshire, S41 0PE

Inspection date

13/11/2013

Previous inspection date

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

- Staff form excellent partnerships with the school. They frequently meet with children's teachers, which enables them to plan a full range of interesting activities around children's next steps as identified by the teachers.
- Children access and experience an extensive range of toys and activities that fully support the excellent progress they are making and motivates their continued learning through all areas.
- Highly established routines ensure children feel safe, behave well and are confident.
- Robust policies and procedures are in place, which are fully understood by all staff to ensure children are well safeguarded.
- Regular supervision and appraisals for all staff effectively monitors staff practice and performance and identifies any areas of further professional or personal development.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the inspection.
- The inspector looked at children's observation and learning records.
- The inspector checked evidence of suitability of all adults working with children.
- The inspector took account of the views of parents from information supplied in the comments book completed by them.

Inspector

Karen Byfleet

Full report

Information about the setting

Little Tykes Kids Zone was registered again in 2013 on the Early Years Register and the compulsory part of the Childcare Register. It is part of Kids Zone Limited and is a privately owned out of school setting. It operates from the main hall and designated classroom at Hasland infants School, Hasland, Chesterfield.

It operates Monday to Friday from 7.45am to 9am and from 3.15pm to 6pm during school term time only. There are currently 57 children on roll, of whom 20 are in the early years age range. Children have access to an enclosed outdoor play area and to the school playground. Children attending the setting between 5pm and 6pm each day are accommodated at the sister setting, Hasland Kids Zone, which is located across the road from the main school building.

The setting employs a manager and four members of staff. Three staff, including the manager hold early years qualifications at level 3 and all are supported by the organisation's managing supervisor. Kids Zone Limited is a member of 4 Children and the setting also 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:

- enhance the already successful monitoring of children making their independent choices by expanding on the ways less confident children are encouraged to develop their independent choices further.

Inspection judgements

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

All staff within the setting have an excellent knowledge and understanding of the Early Years Foundation Stage and of how children learn. Children's progress is monitored and tracked exceptionally well. Staff use information, which is regularly provided by teachers and their own observations to plan highly effective activities to cover all areas of learning. This fully supports and complements the progress children are making in school. Resources are organised effectively to enable children to see what is available to them. Management have recently devised and implemented an effective system of encouraging children to make their own independent choices, such as photographs of all resources, which they can look through. Staff have started to monitor which children are using the system, in order to help them identify the less confident children and to find different ways of encouraging them to make their independent choices. For example, the more confident children complete a chart with their name and the number of the activity they

wish to choose. However, not all children, especially the very young, are as confident to use the chart.

Staff engage exceptionally well with the children. Teaching is excellent and children are fully supported. For example, staff and children communicate very well and staff are highly involved in the games children play. They also spend time each session listening to children read, supporting their progress in reading and literacy. Children are highly sociable and demonstrate a high understanding of their own health. For example, in role play, 'The Dentist', a group of children take turns at being the patient and the dentist and they confidently talk to staff and visitors about how to care for our teeth. They greet and welcome visitors to the setting and they interact with each other through board games, craft activities and role play. Children initiate their own games, such as, changing the rules of a domino game as they place the dominoes on the table top to make long and short lines. Through a varied and exciting range of craft activities, such as collage, painting and model making, children are able to develop their creativity and to use their imagination. For example, they fully participate in decorating masks to their own designs using a range of craft materials.

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

Staff know all the children and their families very well. A highly effective key person system is in place and staff have built firm relationships with all children, so that they feel safe and secure. Relevant information is gathered, by the key person, from parents when children start attending, which provides a base for them to establish what children can do and of their individual routines. This information helps with settling children into the setting. It also ensures that the transition between school and the setting is a positive experience for the children.

Children are highly confident as they approach all staff and they thoroughly enjoy them joining in their games and engaging in their play. For example, when a child suggests a change to the way they play a dominoes game, staff actively join in and ask the child what are the new rules. This shows how staff adapt exceptionally well to children's ideas and suggestions. All staff are excellent role models for the children and highly effective behaviour management strategies are used consistently by all staff. This reinforces the setting's rules and boundaries, which children are fully included in developing. Children are given lots of positive praise and recognition for their efforts and achievements, ensuring they are emotionally secure. For example, children are constantly praised for their achievements and for being friendly to others. Staff regularly consult the children about changes or improvements in the setting. This gives children a sense of ownership and belonging.

Children have a thorough understanding and awareness of their own personal care. They independently wash their hands before eating and after using the bathroom with no prompting from staff. A very clean, well-maintained environment and daily risk assessments of the premises and resources help to ensure children's safety in the setting. Regular use of the outdoor play area and visits to local parks support children's physical development and enhance their health and well-being. Children's knowledge and

understanding of how to stay safe is further enhanced as they routinely follow the safety rules as they transfer from their classroom to the setting. When children move across the road at 5pm each day to the sister setting, Hasland Kids Zone, all of the children and staff wear high visibility jackets and follow extremely safe procedures for moving from one setting to another. A doorbell alerts staff when parents arrive and they follow the setting's procedures, with regard ensuring children only leave with known adults. A very effective password system is in place and is consistently used by all staff if unknown adults arrive to collect children. This is pre-agreed with all parents. Children's understanding of how to stay safe is further enhanced as they take part in regular evacuation practices and have a very good understanding of the setting's emergency evacuation plan.

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

All staff have an in-depth robust knowledge and understanding of safeguarding and of their role and responsibility around child protection. A detailed and comprehensive written safeguarding policy and procedure is in place and staff are very clear on the procedures to follow if they have any concerns. Management have implemented highly effective recruitment procedures to establish the suitability of all staff, volunteers and students that are employed to work with children within the setting.

Management and staff have an excellent understanding of the learning and development requirements. The manager regularly monitors the activity plans and ensures all areas of learning are covered and that children are presented with age-appropriate challenges. A robust and effective supervision and appraisal system is in place, which enables the manager to monitor and assess staff practice and performance. This ensures staff continue to plan and implement stimulating and motivating activities that include the next steps identified for individual children by the teachers within school and the key persons. Through the detailed and regular evaluation of their practice, management and staff clearly identify and implement effective and manageable areas for further improvement.

Highly positive relationships with parents have been established. Staff exchange information with parents and carers on a daily basis around the care and education of their children and they pass on any information from school, ensuring parents are kept fully informed of the welfare and educational information about their children. A comments book for parents highlights their total appreciation of the setting and how well staff accommodate theirs and their children's needs. They have made suggestions, such as providing brown bread for toast and sandwiches, which staff have implemented. Parents have also commented on how their children thoroughly enjoy their time at the setting and how they are pleased with the progress their children are making. Regular exchanges of information between the staff and the teaching staff of the school where the children attend, promotes high levels of consistency of care and learning across both settings.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY465487
Local authority	Derbyshire
Inspection number	923719
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	57
Name of provider	Kids Zone Ltd
Date of previous inspection	not applicable
Telephone number	07719796463

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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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