

Kidzone Out of School Club

Stamfordham County First School, Stamfordham, Newcastle upon Tyne, Tyne and Wear, NE18 0NA

Inspection date	28/03/2014
Previous inspection date	22/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff provide a warm, welcoming and safe environment, where children feel secure and make good progress in their learning and development.
- Children are well-behaved because staff are good role models. They use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.
- Staff have very strong partnerships with parents and school, which ensures that children receive support, consistency and continuity of care.
- The manager and committee have development targets in place and are committed to continually developing and improving the provision.
- Staff demonstrate a suitable understanding of how to safeguard children. This means they are clear about how to respond should they be concerned about the welfare of a child in their care.

It is not yet outstanding because

- Occasionally, staff do not extend children's communication skills through the use of a rich vocabulary to enhance activities and experiences.
- Opportunities for children to make independent choices about what they play with are not always fully extended.

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 classroom and hall.
- The inspector checked the suitability and qualifications of staff working with children.
- The inspector talked to staff and children at appropriate times during the inspection.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julia Matthew

Full report

Information about the setting

Kidzone Out of School Club was registered in 2000. It is committee run and is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from Stamfordham First School in Northumberland and serves children attending the school in which it is based. Children are cared for in the main hall and a classroom and have access to an enclosed outdoor area. The club operates from 8am to 9am and from 3pm to 5.30pm each week day during term time. On request it operates from 8.30am to 5pm during school holidays. There are currently 33 children on roll, eight of whom are in the early years age range. There are three staff working directly with children, two of whom hold appropriate qualifications at level 3.

What the setting needs to do to improve further

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

- provide even more opportunities for children to extend their language acquisition through the use of vocabulary, which links to activities and experiences
- improve access to resources in the hall so that children can clearly see what is available to choose from and make more independent choices.

Inspection judgements

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

Staff work closely with the school to ensure that children learn and develop from their unique starting points and as a result, children progress well. Accurate assessments are used to plan activities and experiences, which meet children's needs and fully develop their skills and interests. For example, children initiate a school role play game and choose to be teachers. A member of staff skilfully encourages them to demonstrate their spelling and writing skills by asking children for help to write familiar and key words. As a result, they are able to quickly and effectively assess needs and provide appropriate support and challenge within the context of the game. Children of all ages mix freely together at all times, which promotes positive relationships and gives the provision a family feel. The early years children particularly enjoy interacting with the older children, which helps develop their self-confidence and communication skills.

Children have access to a variety of resources, which support learning and development. Staff are conscious of the importance of using their different spaces most effectively to provide a breadth of learning experiences across the provision. For example, the classroom provides opportunities to access computers, the hall is used for large play and group games and the outside area offers children the opportunity to explore a natural

environment. There is a good balance of child-initiated and adult-led activity and staff know when to allow play to flow and when to intervene to extend learning. They value children's talk and are happy to take time to offer explanations to children who ask questions or need help with problem solving. Staff are keen to ensure that children are exposed to a rich variety of vocabulary; however, occasionally opportunities to extend and consolidate language acquisition are missed. For example, a member of staff chats to children about her choices as she buys a cake from their shop, but does not extend their understanding by talking to them about the colour, texture, flavour, ingredients or methods used to make the cakes. Overall, opportunities for children to further develop language skills are good.

Staff have high expectations of all children and demonstrate a good knowledge of children's individual strengths and weakness. Children's progress is reviewed on a regular basis in partnership with the school. Individual records are kept for each child and these include pieces of work, observations and photographs. Parents are encouraged to be partners in learning and to share information about children's progress at home. Parents are very happy to do this on an ongoing basis and as a result, staff have a more complete picture of each child's learning and development journey.

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

Staff provide a warm, welcoming and interesting environment for children after their day in school, therefore, they are happy to be collected from their classrooms and are excited about spending time in the out of school club. Children settle quickly into their routines and display good levels of confidence and cooperation as they make choices and play purposefully with their friends. The key worker system is in place and parents are very happy with the information they receive from staff on a daily basis and as staff know children and their families well they are very sensitive and supportive of individual needs. The provision offers a wide variety of developmentally appropriate resources and equipment inside and outside. This is a result of a valued partnership with the school, who are happy to offer the provision access to their equipment. In addition to this, the out of school club has an area of the hall where their resources are stored neatly and safely in boxes and on shelves. However, as some resources are stored out of sight or above child-height, which mean children make fewer independent choices. Staff use the outdoor environment to further develop children's understanding about the world around them and to promote exercise and well-being. Children have access to water at all times and staff encourage parents to provide a healthy tea for children to have during the session.

Staff are particularly sensitive to children's needs when they first join the provision and take time to get to know them as individuals. As a result, children settle quickly and parents share their delight at how happy their children are to attend. They state that they are impressed with the 'Kind, relaxed, experienced staff, who always make my children feel very welcome and at home.' Parents also feel that they are kept well-informed about their child's emotional needs throughout the settling-in period and on an ongoing basis. Staff work closely with the teachers to share information about each child's progress and ensure that this is used to support further progression.

Staff have a good understanding of how to keep children safe. They provide reminders and explanations throughout the session to ensure that children recognise why they need to follow rules and routines. Children are encouraged to take some risks in their play, in order to help them develop the skills to risk assess for themselves. Behaviour is excellent; this is because staff are very good role models and consistently implement high expectations of children's behaviour in line with their policy. Staff are consistent in their efforts to ensure that children are safe as they move around the setting and remind them to wash their hands before eating and using the toilet. As a result, children have a good understanding about how to stay healthy and safe and confidently manage self-care.

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

Staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and take all necessary steps to keep children safe and well. They understand their roles and responsibilities in safeguarding children and know who to contact if they have concerns about a child or a member of staff. The manager takes the lead on safeguarding, all policies are in place and up to date and procedures are robust. Risk assessments are completed on a daily basis and staff ensure that all areas of the provision are safe and secure at all times. The manager is committed to improving the setting and has used self-evaluation to develop a plan for improvement and specific targets for the year. Parent questionnaires ensure that parents also have an opportunity to share their ideas about how the provision can be improved.

Staff have a good understanding of the requirements of the Early Years Foundation Stage. The manager and committee work effectively together to ensure that quality is monitored and training is provided where needed. Staff have recently attended safeguarding training as a result of discussions with the committee. Performance management systems are in place for the manager and being further developed for other staff to provide a more consistent approach. However, staff work closely together and reflect on practice and needs on a daily basis and this is a strength of their practice. There is a robust system in place for recruitment and induction of new staff.

Partnerships with parents are very good and information is shared with parents on a daily basis. Parents are very pleased with the progress their children make and the support they get from staff. The manager works extremely well with the school, in order to meet children's needs and complement and reflect their learning in school. She is committed to working in partnership with other agencies and has a good understanding of her responsibility to share information with external agencies and services should they become involved with children in her care. This aims to ensure that appropriate interventions are sought so that children will receive the support they need to progress.

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

Unique reference number	301914
Local authority	Northumberland
Inspection number	876669
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	33
Name of provider	Kidzone Out of School Club Committee
Date of previous inspection	22/04/2009
Telephone number	07717126660

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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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