

# Kid-Zone Eccleston Lane Ends

Eccleston Lane Ends Primary School, Albany Avenue, Eccleston Park, PRESCOT, Merseyside, L34 2QN

<b>Inspection date</b>	30/05/2014
Previous inspection date	02/08/2011

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

- Children experience a wide range of activities that enable them to make meaningful use of their time at the club. They have fun and increase their friendships.
- Children are eager to learn and confidently choose where they would like to play.
- Children mirror staff's respectful interactions with them and demonstrate that they understand the high expectations for their good behaviour, so children behave well.
- Staff engage with children through their play and skilfully question them to encourage them to think critically. As a result, children are provided with a good level of challenge that is appropriate for their age and stage of development.

### It is not yet good because

- The provider has failed to notify Ofsted of a change in its management structure and this is a breach of the statutory requirements.
- There is not an effective key person system in place to fully support children in developing appropriate relationships with the staff who care for them.
- The process of self-evaluation is not undertaken regularly. As a result, improvement plans are dated and lack rigour.

## 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 main playroom and the playground.
- The inspector held a meeting with the provider and conducted a joint observation.
- The inspector spoke to staff and children.
- The inspector looked at observation and assessment records.
- The inspector checked evidence of suitability and the qualifications of staff working with children.
- The inspector discussed the provider's self-evaluation procedures and improvement plans.

## Inspector

Karen Cox

## Full report

### Information about the setting

Kid-Zone Eccleston Lane Ends was registered in 2007 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of three settings operated by an individual. It is based in the community room, medical room, junior hall and outdoor play areas of Eccleston Lane Ends Primary School in Eccleston near St. Helens. The setting operates Monday to Friday from 8am to 6pm, during school holiday periods with the exception of Christmas. The setting currently has 66 children on roll, of whom eight are in the early years age range. The setting supports a number of children with special educational needs and/or disabilities. The setting currently employs six staff to work with the children. Of these, five hold early years qualifications. 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:

- embed a key person system that continues to support children in developing secure attachments with those working closely with them.

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

- develop robust self-evaluation procedures that clearly identify strengths and weaknesses, formalising the regular completion of this, in order to drive improvement.

## Inspection judgements

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

Children have a very happy and relaxed atmosphere in which to play and learn. Staff encourage the children to be involved in decision making about what they would like to do and the staff plan activities to support the children's requests. Children are confident to say what they would like to do. For example, children ask to bake using play dough and develop their fine motor skills as they make a selection of food from the play dough provided. The quality of teaching is good. Staff are enthusiastic as they interact with the children and plan interesting experiences for them, which encourages their curiosity and consequently, children show good levels of interest in what they do.

Children have access to resources to help them with early writing skills and enjoy writing their name on pieces of art that they have created. They quickly make new friends and play well together. Staff teach children the importance of sharing and taking turns, for

example, when they are using the computer and playing games. They demonstrate a good knowledge of the Early Years Foundation Stage. Staff use this well to support children's learning and development. Each child in the early years age range has an individual file containing observations, photographs and examples of their work. This information is linked to the areas of learning and identifies children's next steps in learning. This ensures staff have a good knowledge of children's individual strengths and weaknesses and where to provide additional support when required. Information about children's learning is regularly shared with parents and their comments are invited, in order to progress learning even further. Good partnerships are in place with the many schools children attend. Information is shared to ensure that children's time in the holiday club complements their learning at school.

Children have good opportunities to develop physically as they have free access to the outdoor environment in addition to engaging in physical play indoors. They perfect and develop their gross motor skills as they play with hula hoops and footballs and take controlled risks using balancing and climbing apparatus in a safe and well-supervised environment. Overall, staff promote children's communication and language skills well. Children benefit from lots of commentary from staff in their play to help them to understand what they are doing. Staff encourage children to use their language skills by asking simple, open-ended questions. They ask questions that make children think and offer challenge while they enjoy their play. For example, they ask 'How many do you have if you add them all together?' This encourages children to reflect on their experiences and use their developing language to express themselves and their ideas effectively.

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

Staff demonstrate a generally good understanding of the importance of implementing measures, which minimise risks to children and they are effective in ensuring the environment is safe and secure. However, the provider has failed to notify Ofsted of a change regarding the management of the club and as a result, they are in breach of a legal requirement and this does not support the safe and efficient management of the setting. Children's successful transitions are well supported by staff. For example, as personal information is gained from parents prior to children starting at the club. All children show a strong sense of belonging in the club, which is warm and supportive. Older children frequently support those younger, explaining the rules of games and how to use equipment, such as computers. As a result, children are forming strong relationships with their peers. However, there is not an effective key person system in place to fully promote positive relationships with staff. Staff organise the environment to promote children's independent play and learning. As a result, children are fully engaged in the activities that they choose.

Children are supported to develop a good understanding about the importance of a healthy lifestyle. Menu cards on the snack tables remind children of the importance of drinking water, washing their hands and choosing healthy snacks and meals. They enjoy sociable mealtimes, conversing with their peers and staff as they eat their packed lunches. Children's behaviour is managed well. Staff use consistently applied strategies and provide clear guidance. Therefore, children behave well, demonstrating an understanding of the

set boundaries and expectations within the setting. They learn to keep themselves safe through practical daily routines and staff guidance. For example, children understand the necessity to cover the camera function on electronic devices brought from home, to ensure the continued safety of those attending. Staff encourage them to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

Staff attend safeguarding training and are aware of the procedures to follow should they have a safeguarding concern or be concerned about a child's welfare. Systematic recruitment and vetting procedures, including a detailed induction of new staff, help to ensure that children are safe. However, the provider has breached legal requirements by failing to notify Ofsted of changes to the club's management, which does not underpin the overall safe and efficient management of the setting. This is also a breach of requirements for both parts of the Childcare Register. The security of the premises is given high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe physical environment without restricting their development.

Staff benefit from regular team and individual meetings to support their professional development. They demonstrate a strong commitment to developing their practice through attending further training and as a result, children benefit from up-to-date childcare practices. However, self-evaluation is not strong enough, which means that the club does not rigorously reflect on the provision and identify ways in which to improve the club for the children that attend, in a robust and timely manner.

Good information is available to parents about the club, for example, through the information on display at the premises. Staff warmly welcome parents and carers as they arrive and spend time chatting to them. This supports strong partnerships. Staff liaise with local schools on a regular basis and encourage the appropriate sharing of information about children's needs. This promotes continuity in meeting children's care and learning needs and complements fully what the children are learning at school.

**The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

**To meet the requirements of the Childcare Register the provider must:**

- inform Ofsted of the appointment of a new manager of childcare on domestic or

non-domestic premises (compulsory part of the Childcare Register)

- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register).

## 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>	EY356804
<b>Local authority</b>	St. Helens
<b>Inspection number</b>	873540
<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>	32
<b>Number of children on roll</b>	66
<b>Name of provider</b>	Joy Brobyn
<b>Date of previous inspection</b>	02/08/2011
<b>Telephone number</b>	07867998070

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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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