

Kidzone Creche

Ipswich Sports Club, Henley Road, IPSWICH, IP1 4NJ

Inspection date

Previous inspection date

24/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Management and staff are clear about their roles and responsibilities to protect children and the action to take if they are concerned about a child's welfare. As a result, children are safeguarded and well cared for.
- Staff develop very positive relationships with children. Consequently, children settle well and are happy, confident and relaxed at the group.
- The dedicated and competent management have a strong commitment to continuous improvement. They provide fun and high quality play and learning experiences for children who, as a result, are making good progress.
- Staff establish strong and trusting partnerships with parents and the school, to effectively support children's individual care, development and learning needs.

It is not yet outstanding because

- Staff's organisation of snack time does not always offer children a suitable level of independence and responsibility.
- Systems to monitor and promote staff's professional development are not fully embedded to enhance practice and performance.

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 in the main play room and outdoor area and, when appropriate, interacted with the children.
- The inspector spoke with the manager and the staff at appropriate times throughout the inspection and discussed activities with them.
- The inspector had discussions with the manager and deputy manager and discussed joint observations with them.
- The inspector looked at children's development records and a selection of policies and children's records and discussed self-evaluation with the staff.
- The inspector checked evidence of the suitability and qualifications of the staff.
- The inspector took account of the views of parents and children spoken to on the day.

Inspector

Hazel Meadows

Full report

Information about the setting

Kidzone Creche was registered in January 2014 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a dedicated, ground floor room within Ipswich Sports Club, Ipswich in Suffolk. It is managed by a private partnership. The out of school club serves the local area and is accessible to all children. There is an enclosed area available for outdoor play and the group has some access to the on-site sports facilities. The club employs three members of childcare staff. Of these, two hold an appropriate early years qualification at level 3 and one at level 2. One of the staff is also a registered childminder. The club opens Monday to Friday for 48 weeks of the year. During school term times it operates before and after school, 8am until 9am and 3.15pm until 6pm. During school holidays, sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 21 children on roll, eight of whom are in the early years age group. The club supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance opportunities for children to develop their skills and independence, for example, by reviewing the organisation of snack time and encouraging children to serve themselves
- fully embed and consolidate the existing programme of professional development by implementing plans to attend identified training to enhance practice with children and pursue plans to further promote staff development, for example, through peer observations.

Inspection judgements

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

The club offers wrap around care and the main focus for children is play, relaxation and fun. Activities complement children's learning in school, through a broad range of enjoyable, inspiring and engaging experiences. Staff keep well informed of current topics or activities at the school and follow these up at the club to support children's interest and learning. The staff have a secure understanding of the Early Years Foundation Stage. They ensure the activities, experiences and resources offered cover all areas of learning and meet the needs of all children, supporting them for the next stage in their learning.

Staff get to know children very well through discussions with parents and talking with the children, plus their own observations. This enables them to establish each child's likes,

dislikes and capabilities and to plan and offer activities according to children's individual needs, experiences, ideas and preferences. Consequently, children are making good progress from their starting points. Each child has a personal learning journal to help monitor their individual progress. Children delight in making their own contributions to this and are very proud of their own journal. Occasional parent and staff comments are also added to the journal.

Children are absorbed and engaged in their chosen activities and concentrate and persevere with tasks, such as making loom bracelets. Staff join in with children and teach them through fun activities. For example, the youngest children are encouraged to work out which is their right and left hands and feet as they play a popular game on a coloured play mat. Children learn more about their local community and the world around them as they are taken on a superb variety of outings using a variety of transport, including the train. They explore the natural environment as they go crabbing at a nearby estuary and visit beaches and nearby forests. Children regularly visit local parks and play areas where they can develop their physical skills and confidence and learn to judge their capabilities and limitations. They learn to accurately score basket balls and competently negotiate obstacles with ride-on toys. Children freely chatter with friends, staff and visitors. Their communication skills are enhanced because staff listen attentively to them and broaden their vocabulary and understanding of words through conversation. Diversity is valued and embraced and children who have English as an additional language are encouraged to share their language and use it within the setting.

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

The well-equipped club offers an inviting and stimulating play environment, both indoors and through outdoor pursuits. A wealth of fun, engaging and imaginative activities and good quality resources, complement the broad range of interests, ages and abilities of the children who attend. Resources are readily accessible, enabling children to make their own choices and selections. Children are enthusiastic and self-motivated and their independence skills are mostly well promoted. Consequently, they are becoming very confident and competent. These skills help prepare children for the next stages in their learning and their transitions within school.

The club is inclusive and all children are welcomed and treated with kindness and respect. Staff get to know children well and value them as individuals. Children are clearly relaxed and comfortable with the staff, which supports their emotional well-being, and confidently approach staff with their ideas and requests. The key-person system is flexible to meet children's individual needs. Parents endorse that they, and their children, feel confident and at ease with all the staff. Children are generally well behaved and understand the club's reasonable boundaries of acceptable behaviour, with occasional reminders from staff. For example, they know to take their shoes off indoors and to take turns with toys and the computer. Staff are positive role models of behaviour and are promoting a culture of mutual respect, cooperation and consideration of others with the children.

The staff provide a predominantly healthy variety of snacks and drinks, with some

discussion about healthy options, to promote children's understanding of the importance of a good diet. Children are very competent at managing their personal needs, such as hand washing and toileting, according to their age or stage of development. They understand the need to wash their hands prior to snack. However, the current organisation of snack time results in considerable time spent queuing or waiting for their snack at the table. Children's independence and skills are not always fully promoted at this time because staff busily wait on the children and often completely prepare the snack for them. Regular exercise is encouraged through exciting physical activities outside and on outings to local play areas, parks and forests. Children develop an understanding of risk and learn how to keep themselves safe as they explore the environment, learning their capabilities and limitations. They understand road and travel safety through well-practised routines and explanations from staff.

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

All staff have attended recent safeguarding training and understand their responsibility to protect children from harm. Safeguarding policies and procedures are clearly understood and effectively implemented to protect children. Robust recruitment procedures work well in practice to ensure staff suitability and all staff have Disclosure and Barring Services clearances. The premises are kept very secure and staff are well deployed to monitor children's safety. Risk assessments are vigilantly undertaken, both for the premises and outings, to ensure children's well-being at all times. Emergency evacuation routines are regularly practised and evaluated, to ensure they are effective and that children are familiar with the process. All documentation, such as registers and children's records, is well maintained to support children's welfare.

The competent and dedicated leadership team has a very strong commitment to continuous development, to further enhance the quality of play, care and learning experiences for all children at the club. Meaningful self-evaluation is ongoing through daily discussion and reflection of practice. Staff are considering methods of recording this to help them review with more clarity. Parents and children's views are sought, verbally and via questionnaires, and their comments and requests are valued, heeded and promptly acted upon. For example, older children expressed that some of the activities were a bit young for them and staff swiftly introduced a further selection of activities suitable for the more able children. New staff receive a thorough induction and are well supported and mentored by the management team. Staff's professional development and skills are encouraged through training and ongoing self-evaluation. Staff have identified training they wish to attend in the near future to enhance their knowledge and the quality of care offered to children, for example, special educational needs training. Staff are also considering further methods of enhancing the quality of teaching and children's play and learning experiences, for example, by introducing peer observations.

Staff establish very positive and trusting partnerships with parents and carers. Comments received from parents on the day of the inspection, are complimentary. Parents state that they find staff approachable and friendly and feel well-informed. Parents endorse that

their children settle well and enjoy attending. Staff develop close links and liaison with the children's school, ensuring a robust collection system and promoting children's welfare. Ongoing discussions, with both the parents and the school, promote a cohesive approach to meet the needs of individual children.

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	EY472502
Local authority	Suffolk
Inspection number	950009
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	23
Number of children on roll	21
Name of provider	Kidzone Creche
Date of previous inspection	not applicable
Telephone number	07756535059

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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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