

Kidz Zone Christ Church

Christ Church C of E Primary School, Albert Street, OLDBURY, West Midlands, B69 4DE

Inspection date

17/07/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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|--|---|
| How well the early years provision meets the needs of the range of children who attend | 3 |
| 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

- Staff use their sound understanding of how to promote the learning and development of young children by involving them in planning activities. As a result, children are interested and actively engaged as they learn through play.
- Staff are good role models, they use effective strategies and provide clear guidance for children about acceptable behaviour. This results in an environment where personal, social and emotional development are strongly supported.
- All parents are warmly welcomed and staff make the time to talk to parents daily to share information. Consequently, parents are happy with the service provided.
- The provider and staff fully understand their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. As a result, children are safeguarded and their welfare is protected.

It is not yet good because

- Staff are not yet skilled in using observation to effectively monitor the assessment of children's progress through planning for next steps in their development. Therefore, planned activities are not always appropriate or challenging and children are not fully supported in making the best possible progress.
- There are less opportunities for extending children's learning and development through the exchange of information with the schools that children attend, in order to ensure important information is shared and to ensure a common approach to learning.

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 as children played, speaking to them when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector held meetings with the provider and manager of the provision and had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at a range of documentation, which included the safeguarding policy, evidence of self-evaluation, children's learning and development records and the planning of activities.

Inspector

Kim Barker

Full report

Information about the setting

Kidz Zone Christ Church was registered in 2014 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Single Point Community Hub on the campus of Christ Church C of E Primary School in Oldbury, Sandwell. The setting operates from the community room, two school halls and an enclosed outdoor play area. It serves the host school and one other school in the locality and is accessible to all children. The setting is managed by a company and is one of four settings owned by the provider. It employs eight members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, one at level 2, two at level 1 and includes, one who holds a combined BA (Honours) degree in childhood and family studies and special educational needs and inclusion studies. The setting opens Monday to Friday, term time only. Sessions are from 3pm until 5.30pm and children attend for a variety of sessions. There are currently 52 children attending, of whom four are in the early years age group. It supports a number of children, who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- use information obtained from observing children more precisely to understand their level of achievement, interests and learning styles. Shape motivating learning experiences for each child reflecting those observations to help children make the best possible progress in their learning and complement what they already know.

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

- develop further the links with Early Years Foundation Stage teachers at the schools where children attend, in order to establish a comprehensive picture of children's starting points and to complement the learning that takes place in school.

Inspection judgements

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

Staff generally have a sound understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge to plan appropriate activities that are mostly suitable and promote children's learning. Staff collect valuable information about children's interests, likes and dislikes from parents during the settling-in period. They use this information, to provide a range of adult-led and child-initiated activities, encouraging children to learn through play. Children generally have access to a range of resources that covers the seven areas of learning. However, staff are not yet

skilled at linking observing children and planning effective individual next steps for their learning. Some planning is in place, but it is not effectively linked to observations or assessments, to complement children's progress in their learning and development. Nevertheless, staff take time to involve children in sharing their current interests, so that children actively engage in the planned activities that are generally appropriate.

Staff recognise that children have had a busy day at school, so their choices are paramount and create a welcoming environment for them. Before children arrive, staff set out the spaces available to them with a variety of toys and equipment that is suitable for the age range of those attending. Consequently, activities provided are mainly free play and this allows children to initiate their own play and engages them sufficiently in activities provided for them. Overall, staff use their experience of working with children and a sound understanding of how to help them to initiate their own play. They motivate, occupy and interest children in the activities and experiences provided for them. On occasions, staff engage with them and share in their enjoyment, using some opportunities to extend their learning. For example, staff enthusiastically play tag with children outdoors and support them to follow the rules and cooperate with each other. As a result, older children show care and respect towards younger children and encourage them to join in and have fun. Staff encourage speaking and listening skills as children explore real and imagined experiences, engaging them as partners in conversation, therefore, promoting communication and language development. For example, children are skilfully encouraged in developing their mathematical skills as staff help them to work out how many more bricks they need as they build a tower.

Children's communication and language are reinforced by purposeful interactions, ongoing support and opportunities to encourage speaking and listening through open-ended questions and reassurance. For example, children question how the mouse works on a tablet computer and they are supported to read words from the screen. Staff encourage their inquisitiveness, promoting reading for purpose as they explore using media. They show an appropriate awareness of responding to children's individual understanding and learning as they develop their interests and needs. For example, a group of children take turns in the role of being the group leader outdoors, staff skilfully encourage them to negotiate and compromise as they decide, who will lead next. This promotes children's self-confidence and self-awareness as they begin to understand that their own actions affect other people. As a result, older children show care and respect towards younger children and encourage them to join in and have fun. Staff have sound relationships with parents and school staff. There is a satisfactory exchange of information between the setting and the schools where children attend. However, there are some limitations in the range of complementary activities to balance children's experiences with those they receive in school.

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

Generally, good settling-in procedures result in staff finding out useful information about children's interests, likes and dislikes before they start, to plan appropriately for their transition. To further support the transition, there are relevant partnerships in place with the schools where children attend. Management have a sound understanding of providing

continuity for children through an organisational key-person system. Children are confident and relaxed and develop close relationships with staff in the setting, which promotes their emotional well-being. For example, children, who have won an award at school, share their good news with their key person as they arrive. Staff are deployed effectively to ensure ratios are met, this promotes consistency and enables them to build positive relationships with individual children. As a result, children's sense of belonging is reinforced, they feel secure to explore and investigate their surroundings and make reasonable progress. Children are comfortable in the club and display warm relationships with the staff and each other, chatting away happily and engaging in cooperative and collaborative play. Through group games and activities, children learn to share, take turns, listen to others, negotiate and resolve their differences. Staff are good role models and make good use of strategies to promote positive behaviour. As a result, children's behaviour is generally good; they are polite and use their manners well when talking to staff and each other.

Through daily routines, children learn to independently manage their personal care needs. Staff promote children's understanding of good hygiene habits as they are encouraged to wash their hands after using the toilet and before eating snacks. Children's health is well promoted as staff provide a selection of healthy snacks, including a variety of fruits, fresh water and squash. Snack times are a social occasion when children and staff sit together around the table to enjoy their food and each other's company; their speaking and listening skills are actively promoted. Snacks and drinks provided further promote children's independence as they are able to serve themselves. A weekly menu helps to inform parents about the setting's healthy snack menu. Children gain an understanding of the need to protect themselves from the sun as they are encouraged to apply sun cream before they go outdoors.

Opportunities to be active, outdoors and indoors when wet, helps children to understand how exercise helps them to stay healthy. For example, staff make very good use of the host school's outdoor space to promote children's physical development. Staff explain that if children, observe others climbing equipment and want to try, then they will be appropriately supported to 'have a go' and take developmentally appropriate risk. Staff place relevant priority on children's safety. For example, daily risk assessment checks, during the walk to the setting, help to identify potential hazards and any relevant steps are taken to minimise the risk. Staff teach children about staying safe through setting routines. For example, they regularly practise the fire evacuation procedure to ensure that children know what to do in the event of an emergency. This ensures children are kept safe. Relationships with parents are supported through appropriate daily handovers that includes any sharing of important messages from school. As a result, children benefit from the effective partnerships that exist between the setting, the schools where children attend and their parents.

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

The provider, management team and staff understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage.

All policies and procedures are appropriately kept and the provider has an effective system in place for reviewing each one. Staff demonstrate that they thoroughly know and understand the setting's policies and procedures. All staff attend relevant safeguarding training and the manager is the designated safeguarding person. This supports their generally good understanding of how to respond to a safeguarding concern or allegation being made against a member of staff. Therefore, children are fully protected while in their care. There is sound evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Good systems are in place to keep children safe. For example, a consistent member of staff from the setting escorts children from their school. This ensures their safe arrival and maintains good communication that promotes effective partnerships. Staff are well deployed to ensure children are safe as they move around the school building and outdoor space. Visitors' identity is checked and there are clear permissions around the use of mobile telephones and cameras. As a result, the setting's practice is effective in underpinning children's safety and welfare.

The provider is appropriately qualified and has relevant experience. The management team monitors staff performance through an annual appraisal system, half-termly supervision and regular staff meetings. There are appropriate systems in place to support and challenge the manager and staff team, to ensure they continue to reflect on their practice and take positive action to improve. Gaps in some staff's knowledge has resulted in an educational programme that does not always reflect the needs, aptitudes and interests of all children. For example, the management team acknowledge their role to further improve the quality of teaching and learning experiences for all children. In helping staff to develop their skills and knowledge in improving observation methods, planning for individual next steps and develop assessment systems. Staff show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through attending training courses and access support from local early years advisers. For example, two members of staff, who were previously volunteers are now employed and have achieved appropriate early years qualifications. Self-evaluation takes account of the views of parents, via a questionnaire and helps to identify ways to develop the setting.

Partnerships with parents and schools are in place and supported through daily verbal handovers and a three-way diary where required. The positive relationships with the Early Years Foundation Stage teachers at the schools where children attend means that staff gain an understanding of children's interests and care needs. For example, the manager finds out about the current theme and any health or care information. However, opportunities to complement children's learning and development with school are fewer, in order to provide continuity with regards to their progress. Parents are happy with the club and comment positively. For example, they comment favourably about the support and guidance they have received and how the staff team's special efforts are highly appreciated. Support for children, who speak English as an additional language, is adequately supported by staff, who liaise with parents to find out what children already know and can do. This means that generally children's individual needs are met.

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 | EY472456 |
| Local authority | Sandwell |
| Inspection number | 952835 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 36 |
| Number of children on roll | 52 |
| Name of provider | Complete Kidz Community Interest Company |
| Date of previous inspection | not applicable |
| Telephone number | 01215523625 |

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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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