

Kids Zone

Poynton Methodist Church, Civic Hall, Park Lane, Poynton, STOCKPORT, Cheshire, SK12 1RB

Inspection date	07/08/2014
Previous inspection date	09/10/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children form close and friendly relationships with staff and their peers. This helps them to feel comfortable and emotionally secure in this relaxed and welcoming club.
- Staff provide a broad and well-planned programme of activities to engage children's interests and promote their learning and development. Consequently, children enjoy their time in the club and achieve well.
- Recent staff training in safeguarding children and comprehensive policies and procedures contribute to ensuring children are kept safe and well protected from harm.
- Staff establish a good rapport with parents and communication is effective, which benefits the children's care and learning.

It is not yet outstanding because

- Staff do not always make the most of their links with teachers, to discuss children's development and use this information to fully complement their learning in school.
- Children are not always helped to develop their self-awareness and self-control, for instance, when playing with electronic devices.

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 play room and outside play area, and carried out a joint observation with the manager.
- The inspector spoke with staff and children and held a meeting with the manager.
- The inspector looked at children's learning records, checked evidence of suitability and qualifications of staff, and sampled a range of other documents.
- The inspector took account of the views of parents, spoken to by telephone following the inspection.

Inspector

Jan Linsdell

Full report

Information about the setting

Kids Zone was registered in 2003 and is one of two settings owned by a private individual. The club is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from Poynton Methodist Church in Poynton, Stockport. The club is accessible to all children and it serves the local area. Children have access to a playroom and there is an enclosed area available for outdoor play. The club employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, including two at level 2, three at level 3 and two at level 6. The club opens Monday to Friday all year round, from 7.30am until 9am and 3pm until 6pm during term time and from 7.30am until 6pm during school holidays. Children attend for a variety of sessions. There are currently 110 children on roll. Of these, 13 are in the early years age group. The club supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- strengthen partnership working with teachers, in order to share more information about children's individual achievements, so that activities fully complement and expand on their learning in school
- help children to become more self-aware and develop better levels of self-control during activities, such as when playing with electronic devices.

Inspection judgements

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

Staff display successful teaching skills, which help children to make progress relative to their starting points and capabilities. They organise the environment well, so that children can participate in activities that support all areas of their learning and development. There is a well-planned programme of activities to keep children entertained over the summer holidays. This includes a wide range of outings, such as swimming, walks to the park and trips to the airport viewing park. The educational programme is enhanced further, for instance, as staff invite visitors who bring in reptiles and insects for children to handle. This is exciting for the children and enhances their understanding of the natural world.

Staff consult children on activities, which means their interests are well catered for. They maintain a learning record for each of the younger children, containing observations and photographs of their play and learning. They interact positively with the children and organise activities, such as baking scones, which helps children to learn about weight and measure. Children enjoy social conversations during snack time, as they talk about going

camping and visiting the beach. This encourages their speaking and listening skills. They show confidence in developing their own imaginative games outside, as they hide in the cargo net and pretend to be spies. Children play cooperatively together in the sand, and they have good opportunities to make marks using flour and rollers. These activities motivate children and help them to be ready for their next stage of learning.

Some children with special educational needs and/or disabilities attend the club with one-to-one support. This promotes inclusion and helps children to learn to respect and tolerate each other's differences. Engagement with parents is positive and staff exchange information regularly, for instance, through ongoing discussions and monthly newsletters. Parents are happy with the level of communication that takes place and some parents say children have made good progress, particularly in relation to their social skills and confidence.

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

Children are clearly settled, happy and safe in this relaxed and friendly club. They are motivated in their self-chosen play and they are confident to approach staff, for instance, to ask for help. Staff follow effective care practices to meet children's needs. The manager acts as key person to all children in the early years age range. She knows some of the children really well, as she also works in a nursery where children used to attend when they were younger. This provides good continuity for the children and means that close attachments are well established.

Children confirm that they like coming to the club; they say the staff are 'kind and helpful'. They have good opportunities to broaden their friendships because children attend from different schools. Children are polite and cooperative. Older children are encouraged to help the younger children and this promotes positive behaviour in the club. However, there are times when staff do not always intervene effectively when some children spend too much time using electronic devices. This means that children are not fully supported to become self-aware and gain self-control during their play. Children show awareness of the rules in place to keep them safe. For example, they know they have to tell staff when they need to leave the room to go to the toilet and they understand what to do in the event of a fire.

Children learn about healthy lifestyles, for instance, through activities and displays about healthy living. They bring a packed lunch when they attend during school holidays and staff provide enjoyable snacks, such as toast and fresh fruit. Staff promote the social aspect of eating and talking together at mealtimes and they support children to develop their personal independence. This helps to prepare children for their next stage of learning. Children benefit from having direct access to outdoor play space, which means they can choose to play outside at any time. Staff encourage them to develop their physical skills and coordination as they play together with the bats and balls.

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

The club is managed effectively and this ensures that the requirements of the Early Years Foundation Stage are met. Good systems are in place to help safeguard children and promote their welfare, including detailed risk assessments that help to minimise hazards. All staff have recently attended safeguarding training, which means they are able to effectively promote the safety and protection of children. There are robust recruitment and vetting procedures in place to help ensure all those working with children are suitable to do so. Staff work well together, ensuring children are supervised effectively at all times. Managers monitor staff appropriately through ongoing supervision and appraisal, and regular team meetings give everyone consistent opportunities to discuss practice.

Staff qualifications have a positive impact on practice because staff are confident in their responsibilities. A number of staff are trained in first aid, so that children are well protected if they have an accident. Since the last inspection, the staff have improved how they observe children and gather evidence of their achievements. They have also made efforts to improve partnership working with the school, for example, by developing end of year reviews to share with teachers. Self-evaluation is effective and takes into account the views of all those involved in the club. Strengths and areas for improvement are identified, such as further developing outdoor play space, to provide children with more sensory experiences. This shows that staff have plans and ideas to continue to improve practice.

There is a good exchange of information between staff and parents, and this effectively promotes consistency in the children's care. Some parents make positive comments about being 'impressed with how the club is run'. Staff pass on any important messages from school, which contributes to working in partnership to meet children's needs. However, there is scope for staff to enhance links even further, for instance, by talking to teachers more about children's individual development, so that they can build on children's skills and fully complement their learning in school.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY261491
Local authority	Cheshire East
Inspection number	877564
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	45
Number of children on roll	110
Name of provider	Pamela Susan Dowd
Date of previous inspection	09/10/2009
Telephone number	07900 003862

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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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