

Kidz Zone

Aspire, Aspire National Training Centre, Wood Lane, Stanmore, Middlesex, HA7 4AP

Inspection date	18/08/2014
Previous inspection date	24/10/2011

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 enjoy their time at holiday club. They eagerly take part in the variety of activities available each day.
- Staff support children's personal, social and emotional development well, providing care and reassurance when needed.
- Staff manage children's behaviour very effectively and children feel valued.
- The range of extra-curricular activities offered to children ensures that they experience new challenges that support a healthy lifestyle.

It is not yet outstanding because

- Although children are safe in the setting, staff do not always take time to explain the rules when children try new activities away from the setting for the first time.

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 was given a guided tour of the premises.
- The inspector observed a horse-riding session led by an outside provider.
- The inspector talked to children, parents and staff.
- The inspector sampled documentation including, fire evacuation, safeguarding, Disclosure and Barring Service checks and induction procedures.
- The inspector offered the manager the opportunity to conduct a joint observation.

Inspector

Julie Trainor

Full report

Information about the setting

Kidz Zone holiday camp registered in 1994. It operates from Aspire National Training Centre in Stanmore within the London Borough of Harrow. Children have use of the sports hall and outdoor areas. The holiday camp serves children and families from the local community. There are currently five children in the early years age group on roll. The holiday camp also provides care for children up to 14 years. The holiday camp supports children with special educational needs and/or disabilities and children with English as an additional language. The holiday camp operates during the school holidays each weekday from 8.30am to 3.45pm. The holiday camp is registered on the Early Years Register and both the voluntary and compulsory part of the Childcare Register. The holiday camp employs nine staff per day to work with the children, of these, six hold early years qualifications, of whom three have qualified teacher status.

What the setting needs to do to improve further

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

- enhance children's understanding of their own safety by working with others to consistently explain how to stay safe, especially when undertaking new activities for the first time.

Inspection judgements

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

Staff provide a good balance of interesting and challenging experiences that meet the needs of the children that attend. The range of extra-curricular activity offered to children ensures that they experience new challenges. For example, children have regular swimming lessons and a weekly 'fun swim' at camp, where staff join the children in the pool. Staff take children out each week on trips to enjoy a variety of experiences, such as visiting an outdoor activity centre. Consequently, children are learning skills that build their confidence and support a healthy lifestyle.

Through play, staff teach children a range of skills that promote their personal, social and emotional development, physical development, and communication and language. Staff listen carefully to children and respond well with appropriate explanations. For example, children are taught how to play group games such as rounders, and they experiment with colour mixing during arts and crafts. Consequently, children are keen and interested in learning. All children, including those who are learning English as an additional language, confidently talk to one another and staff. They discuss what they are doing and share their past experiences and ideas.

Staff offer children a variety of activities and events away from camp, including weekly horse riding lessons where they take turns to groom and ride horses. Children really enjoy their time at the paddock and staff respond sensitively to children who are a little nervous at first talking quietly and supporting them to get on a horse. Children are pleased when taught to trot and smile proudly. Consequently, children become confident at developing new skills.

Staff have good links with outside providers such as the local horse riding school, and offer the children a range of experiences. There are clear signs around the stables explaining how to behave to stay safe, and the activity is effectively risk assessed. However, staff from the camp and riding school do not work together to consistently remind all children of these rules to consolidate their learning. This is especially so for those who are experiencing it for the first time.

Inclusive practice is effectively promoted and all children are included. Staff work thoughtfully and with care to ensure that children with special educational needs and/or disabilities benefit from positive and rewarding experiences. Consequently, children of all abilities interact and play well together.

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

All children are happy and settled and benefit from good quality interactions with staff that support their personal, social and emotional development. For example, staff sensitively support children when parents drop them off in the morning. Children chat together and are friendly, demonstrating care for one another, cheering their friends during a game.

The staff team have been consistent for some time, so they know the children very well. As a result, they provide an emotionally secure environment where children feel valued. Behaviour is managed consistently and thoughtfully and children respond well. Staff are respectful towards children and support their individual needs. For example, staff teach children to understand and accept others' emotions through discussion and consequently, they learn to value each other.

Staff actively participate in a variety of sports with the children, such as swimming and team games. This provides children with good role models to develop their physical skills and promote a healthy lifestyle. Overall, staff teach children to keep safe. For example, when they walk to the horse riding school together staff remind children to look out for traffic when crossing the road. Staff explain the importance of drinking water regularly, and especially after active games. Children understand why they must wash their hands before lunch. Consequently, staff teach children how to stay safe and healthy.

Staff keep parents involved and a timetable of events and activities is available online and on the parents' notice board. Parents are asked to complete an 'All about me form' at the beginning of each holiday camp. This helps to inform staff about children's current interests and requirements. Consequently, staff meet children's individual needs well.

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

Leadership and management are good because those in charge encourage staff to meet with them regularly to ensure that provision is evaluated effectively. As a result, individual children and/ or groups of children's needs and interests are well planned for. The weekly meetings give staff an opportunity to reflect on positive interactions and activities and areas for development for individual children. Staff understand the safeguarding procedures and know how to implement them to promote the welfare of the children in their care. Staff discuss all safeguarding policies regularly. All parents have access to copies of the camp's policies. Staff carry out full written risk assessments covering all areas and potential hazards that children come into contact with. Qualified first aiders are clearly identified by their yellow tops. All children benefit from a safe and secure play and learning environment. However, staff do not consistently remind children new to activities, about the rules, so as to further ensure their safety.

Management's vision is part of a wider objective within the centre to promote inclusive and integrated sporting opportunities for all. This is reflected in the range of taught skills available to children who attend camp. There is a strong drive for improvement with a realistic development plan. This includes opportunities to enable more staff to gain early years qualifications.

Children are offered a range of quality activities and learning opportunities, both inside and away from camp, that support all areas of learning. For example, this week children will visit the museum to see Roman ruins and artefacts.

Partnership with outside providers means that children are offered numerous experiences. Parents talk daily with staff and are happy with the activities available and they appreciate seeing familiar people to care for their children each holiday.

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	509028
Local authority	Harrow
Inspection number	814323
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 8
Total number of places	44
Number of children on roll	140
Name of provider	Association for Spinal Injury Research, Rehabilitation and Reintegration
Date of previous inspection	24/10/2011
Telephone number	020 8954 5759 or 020 8420 6725

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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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