

Kidz Adventure Zone

Unit C, 2 Coburg Road, Wood Green, N22 6UJ

Inspection date

10/11/2014

Previous inspection date

28/06/2010

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 attachments to staff and good relationships with each other. They settle well and their good behaviour demonstrates that they feel safe and secure.
- Children learn through interesting and challenging activities that are suitable for their ages, provided by staff who understand their individual needs and interests.
- Children are protected from harm as staff demonstrate a robust understanding of their responsibilities with regard to safeguarding. Staff regularly undertake training courses to update their knowledge and understanding.
- Good partnerships with parents and effective links with the schools that children attend ensure the regular exchange of information to meet children's individual needs and provide continuity in their learning.

It is not yet outstanding because

- Children do not have access to a wide enough range of resources when they first enter the premises after school.
- The small selection of healthier food items does not persuade children to eat a healthier diet.

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 children engaged in adult-led and child-initiated activities.
- The inspector spoke with the provider/manager, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector sampled a range of documents including policies and procedures, staff suitability records, registers and children's progress records.

Inspector

Jennifer Forbes

Full report

Information about the setting

Kidz Adventure Zone out of school club registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by a limited company. The out of school club operates from a children's indoor activity centre in Wood Green, within the London Borough of Haringey. Access to the premises is through a large car park. There are no outdoor play facilities for children at the premises. The out of school club opens Monday to Friday during school term time from 3pm until 6.30pm. It also opens during school holidays from 8.30am until 6.30pm. There are currently 16 children attending aged between four and ten years. The out of school club employs nine members of staff, including the manager. Of these, five hold appropriate childcare qualifications, one at level 5, two at level 3 and two at level 2.

What the setting needs to do to improve further

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

- further extend the range of resources available for children to select when they enter the setting to ensure they are engaged in productive play at all times
- provide more variety to the range of healthy food options available to the children to encourage them to develop a positive attitude to healthy food.

Inspection judgements

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

Staff create a positive learning environment for children as they provide a range of interesting and challenging activities that meet their individual learning needs. Staff observe the children at play and assess their level of development. They use their assessments and individual children's interests to plan activities that are appropriate for their ages. Staff encourage the children to contribute to their planning by choosing the activities they prefer. However, when children first arrive at the out of school club, physical play activities are the only choice, as other activities are not set out at this time. Discussions with parents and schoolteachers enable key persons to understand children's abilities and interests and to provide appropriate resources to support their learning. As a result, children are motivated and eager to learn, and staff quickly identify and support any gaps in their learning.

Children have good opportunities, during the course of the session, to practice and demonstrate their skills as staff provide a range of suitable tasks that promote creativity and problem solving. For example, children work on a variety of tasks, including colouring

by numbers and word searches, which promote number and word recognition. Children's communication and language skills develop as staff engage them in conversation and ask them open questions that encourage their thinking and speaking skills. Staff encourage children to talk about the events at school and what they do at home. For example, some children were talking about the games they play at home on their tablet computers. Staff write comments in communications books, which they share with parents and schoolteachers. They use these to ensure continuity between the three settings and enable the adults to understand children's needs.

Physical development is foremost in the out of school club and parents say they choose it for this purpose. Parents want their children to exercise after a long day at school and develop their independence. Children use their imagination to design their own games as they play cooperatively together on the soft play apparatus. They strengthen their muscles and learn new skills. They clamber up high in safety and develop their confidence. Staff encourage the children to do things for themselves and to help each other, which supports their physical and personal, social and emotional development. Staff support the children to become self-reliant, which helps them progress to the next stage in their learning and encourages their independence at home and school.

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

Children develop close and affectionate relationships with staff and they make friends with children from other schools. Children are happy, well behaved, confident and self-assured. Staff ensure that children understand how to behave responsibly by their example as positive role models. Staff have high expectations of children's behaviour and remind them of their boundaries. Children are confident and trust staff to help them to settle their conflicts. Staff bring children together to discuss their differences and help them to understand the others' point of view. This strengthens children's friendships and creates harmony within the setting. Children confidently select the resources they want to use and they lead their own play. They learn to wait patiently, take turns and share. Children enjoy sharing their achievements with each other as they chat together and compare the progress of their work. Staff encourage children by praising their contributions, thus promoting their willingness to learn.

Staff promote children's independence by encouraging them to make their own choices. For example, staff ask them what they would like to eat and drink for their snack. Staff promote healthy eating by telling the children what foods are good for them. They provide fruit and water to accompany the toast and sandwiches that children choose. However, the range of food that children can choose from is not very extensive and does not therefore persuade children to try to develop a healthier diet. Children learn good table manners and they know when to sit still and listen. These skills support children in school and equip them well for the future. Staff give children simple tasks to achieve and remind them to tidy away their own plates and play resources. Staff offer children the opportunity to go to the local park to play in the fresh air whenever they choose. They take regular trips to the library and in the holidays take trips further afield or to the bowling alley.

Children's safety is paramount at the club. Staff supervise children closely in all areas of the premises. Staff climb up to the high levels to be with the children, especially when members of the public are using the centre. Children take themselves to the toilet and they know to tell staff where they are going. They are only allowed to use a separate accessible toilet not used by members of the public. Staff carry out risk assessments on all parts of the premises prior to children attending and carry out risks assessments for all outings. Staff teach children how to keep themselves safe when playing on the apparatus and remind children to walk and not run when moving about the club. Out of school club staff position themselves in the reception area to make sure no-one goes in or out unnoticed.

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

Staff understand how to promote the learning and development of the children. They work well together as a team and perform their roles confidently. Staff work closely in partnership with schoolteachers and parents and pass a communications book between them for each child who attends the out of school club. This ensures that all parties are aware of children's progress and can add their own comments and suggestions to aid continuity of learning. Staff observe children's development and share their progress with their parents daily. The manager monitors the educational programmes provided and staff evaluate them to ensure they meet the needs of all children attending. The manager regularly reviews the club's policies and procedures to ensure the effective management of the setting. There is a robust safeguarding policy and complaints procedure, which staff share with the parents. The use of mobile phones is restricted to ensure that staff protect children at all times. Staff carry mobile phones on the journey from school to the setting for the purpose of safety and communication only and are stored in the office when children are playing inside.

Children are safeguarded as staff are vigilant and understand when and how to report a concern if necessary. Staff practise fire drills frequently with the children so that everyone knows the procedures should an emergency occur. The manager ensures that every day there are sufficient qualified staff available to support the children in their play and learning. Rigorous recruitment procedures are followed and prospective staff are subject to a week's trial where they are observed working with the children. New staff receive a thorough induction into the club's policies, procedures and practices. The management team monitor staff practice and staff evaluate the effectiveness of their activities and planning. Regular team and staff supervision meetings ensure the smooth running of the club and help the staff to be confident in their individual roles. The management team provide frequent opportunities for staff to undertake training courses in order to continue to develop their knowledge and skills.

Staff work closely in partnership with parents and schoolteachers with whom they share a communications book for every child. This means that all settings understand the individual needs of the children and ensures continuity in their learning. Parents speak very highly of the club and say that staff are 'in tune' with the children and care for them

well. Parents know that they can approach the staff at any time to talk about their child's progress or discuss any concerns. The management team gather information and ideas from parents in the form of a questionnaire which helps them to make improvements to the setting. They are proactive in making changes according to the wishes of parents, staff and children and ask the children what they like and dislike. The management team understand the strengths and weaknesses of the setting and are keen to make continuous improvements. For example, there are plans in place to improve the range of resources available to the children to give them more choice and further challenge them in their learning.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
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| The requirements for the voluntary part of the Childcare Register are | Met |
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What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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| 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

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| Unique reference number | EY376317 |
| Local authority | Haringey |
| Inspection number | 844413 |
| Type of provision | Out of school provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 16 |
| Name of provider | Kidz Adventure Play Zone Limited |
| Date of previous inspection | 28/06/2010 |
| Telephone number | 0208 881 9737 |

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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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