

Kid-Zone 3

Old Roan Methodist Church, Altway, Aintree, Liverpool, L10 6LF

Inspection date

05/12/2014

Previous inspection date

02/07/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 feel safe and secure because the staff are welcoming and playful in their interactions. The strong bonds that are formed, promote children's sense of security and well-being.
- Children are supported very well to learn how to keep themselves safe and their good health is effectively promoted through daily routines and discussions held with staff.
- Good partnerships with parents have been established, which means children's unique needs are well known. Staff share information regularly with school staff to enable them to offer activities that cover the seven areas of learning and complement the skills and learning gained during their school day.
- The arrangements for safeguarding children are strong and the good organisation and management ensures staff understand the policies and procedures so that children are kept safe.

It is not yet outstanding because

- There is room to enhance children's awareness of the fuller range of toys and activities available so they can make even greater personal choices when selecting the resources they need for their chosen activity.
- Staff sometimes unintentionally lessen the chances for children to use a wider range of tools and materials and to fully express their personal preferences during some adult-planned creative activities.

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 hall and he viewed the three smaller playrooms, the outside learning environment and the range of equipment available to use with the children.

- The inspector held meetings with the owner, the company's after school club coordinator and the settings manager. He also viewed the settings self-evaluation document and discussed the plans for improvement.

- The inspector interacted with children and spoke to staff at appropriate times throughout the inspection. He also spoke informally to some of the parents.

- The inspector undertook a joint observation with the company's after school club coordinator.

- The inspector checked evidence of the suitability and qualifications of staff working with children. He checked a range of policies, procedures and other legally required documentation, such as children's registration details and public liability insurance.

- Then inspector accompanied the children and staff as part of their 'walking bus' from school to the setting.

- The inspector checked the arrangements for first- aid trained staff and their deployment.

Inspector
Frank Kelly

Full report

Information about the setting

Kid-Zone 3 opened in 2001. It is one of four settings managed by a company. It operates from within the church hall of Old Roan Methodist Church in Aintree, Merseyside. The setting serves the immediate locality and provides a walking bus for children attending Holy Rosary and Aintree Davenhill Primary schools. The setting opens five days a week during term time from 3pm to 6pm and from 8am to 6pm during holiday periods. The setting does not currently operate a service during the Christmas holiday period. Children attend for a variety of sessions. Children are cared for in a main hall and three smaller rooms within the premises. The children have access to an enclosed outdoor play area. There are currently 73 children on roll, of whom 13 are in the early years age range. There are currently four staff working directly with the children, of whom two have an appropriate early years qualification at levels 3 or 2. Two members of staff are working towards a qualification. Additional regular support is provided by the owner who has a qualification at level 6 and a club coordinator who has a qualification at level 3. The setting receives support from the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- consider involving children in drawing and taking photographs of their favourite equipment and activities to help them create a record of the full range of equipment available, and which enables them to make even more informed choices when choosing the resources they need for their chosen activities
- refine the planning of adult-led creative activities to allow children even greater opportunities to use a fuller range of tools, materials and make decisions about the design and layout so it reflects their personal representations.

Inspection judgements

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

Children enter eagerly and go straight to their preferred activities when they arrive at the setting. Teaching is based on a secure knowledge about how children learn which is reflected in the varied selection of activities staff set out as an introduction to what is available. The range of activities and equipment provided promote learning through play that spans all of the seven areas of learning. Staff understand the importance of allowing children time to relax after their time in school. The children enjoy time to chat and play with their friends. As a result, they are developing good social skills as they share and play together, such as when building with construction materials or connecting the train track.

This means that children are engaged and involved in play of their choice, which helps them to concentrate and persevere in their active learning. Posters and pictures created by some of the children show that their ideas and interests have been sought by staff. For example, children state they like 'to play with and make new friends and draw'. During the session, staff are interested and responsive to the children's interests. They sit with them to talk about their day and respond to children's requests for different equipment, which is not set out. This demonstrates children's confidence to express their needs and wishes and their familiarity with the range of equipment held. However, staff have not considered how this could be enhanced further, for example, by helping the children to record through their drawings or taking photographs of their favourites toys and equipment, to create a visual record of what is available. Nevertheless, children thoroughly enjoy the resources set out. They play with the farm animals and twirl and dance around in the flamenco dresses.

Staff know the children well as they secure good information from parents when children first start so that they can create an overview of what children need and can already do. They use the games and activities that they play with children to help them practise and extend their learning. For example, during a board game children learn about turn taking, following rules and using numbers. A large group activity involving children using their senses allows them to develop aspects of problem solving as they determine who in the group holds the keys. They learn they have four chances to find who has the keys. Staff support the young children sensitively, which helps them to develop resilience and learn to try again if they are not initially successful. Regular discussions with school staff are undertaken, which means that staff are aware of the children's current learning and interests while in school. Staff use this information to help children use their skills learnt in school, such as, encouraging them to form letters to write their name on cards and creative work. These types of activities and the good staff support means children are developing and building on their skills gained in school.

Children enjoy their time at the setting and they play and move with ease around the setting. Each day there is a good range of creative materials set out on a trolley so they can make choices about which materials they wish to use when drawing and making pictures. Adult-influenced activities are provided as part of the weekly activity programme to add interest and variety. For example, children create individual and unique representations of seasonal characters, such as reindeers on pieces of card to create a calendar to take home. However, staff have pre-prepared the card children use, by attaching the printed calendar to the bottom of the card and a looped handle to the top. As a result, they have overlooked opportunities for the children to choose the position they would like to place these fixtures. It also lessens the chances for children to use tools and solve problems, for instance, about how they will secure their chosen fixtures and embellishments. Children have good access to books and play figures, which allows them to learn about their wider world and use their imagination.

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

Children are cared for in a suitably clean and secure environment. They have good space to play and relax which meets their individual needs for vigorous play and rest. The jovial

and interested responses to the children from staff mean that secure bonds have been firmly established. Staff help children to maintain their sense of security as they warn children when they collect them from school, about visitors who will be joining them on the walking bus and at the setting. Once in the playroom, older children are keen to share their news with the visitors. The younger children tentatively seek a quick cuddle and some reassurance from familiar adults before gaining confidence to type their names on the visitors laptop. Children's safety is seen as a priority and the staffs consistent approach means that children are learning very well how to conduct themselves and keep themselves safe. For example, when walking from school, they walk sensibly with their partner, keeping away from the edge of the kerb and waiting patiently in line at the crossing points.

Staff are familiar with any specific needs of each child as parents are encouraged to share as much information as possible about their child when they first start at the setting. Children visit to familiarise themselves with the setting and the routines. Consequently, children are familiar with their key person and staff have formed secure relationships with parents and school staff which means any relevant information is shared daily. Children's health is promoted as staff follow and implement good hygiene procedures. Children are encouraged to learn about good personal hygiene, such as hand washing after visiting the bathroom or before eating. Throughout the year, activities and projects are introduced to help children build on their understanding of healthy diets and lifestyles. Regular opportunities to be physically active using indoor and outside play spaces are provided. Children's specific dietary needs are known and attended to. Children are provided with a range of simple snacks, such as, cheese and crackers, fruit and crumpets with spread. Snack times are sociable occasions where children develop their coordination and self-help skills and they share and help each other. For example, they spread their own crumpets and older children serve the younger children with drinks.

Children are polite to each other, for example, as they say thank you to acknowledge help received from their peers. They behave well and have positive attitudes towards each other. This is because staff model positive ways to interact and are consistent in their support. Books and other play resources reflect the wider diversity of today's society and help children to develop positive attitudes towards difference. Children and their families are invited to participate in regular charitable events to support local initiatives, such as collections for Christmas toy appeals and food banks. As a result, children's early citizenship is effectively fostered as they develop their understanding about the needs of others as they help others in their local community.

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

The owner and staff team have a good understanding of their roles and responsibilities with regards to the requirements of the Early Years Foundation Stage. They meet them well so as to protect and keep the children healthy and safe. Robust procedures for the recruitment and selection of staff ensures that adults caring for children are suitable and that they have the relevant skills, experience and are of good character. The records relating to staff's suitability and their ongoing development are appropriately organised

and available for inspection as required. All staff have completed a Disclosure and Barring Service check or the equivalent. Staff at all levels are familiar with the procedures for the reporting of any safeguarding and child protection concerns. Those responsible for the coordination of child protection concerns have undertaken relevant training for their roles and responsibilities, and the policies and procedures in place are reflective of the Local Safeguarding Children Board Requirements. All staff carry a laminated card fob that contains all the required contact details for the relevant local child protection agencies, such as the multi agency safeguarding hub. This means staff have immediate access to how and who to contact should they have a concern about a child or the conduct of another adult. Risk assessment has been conducted and there is a secure system for reviewing and regularly updating practice should circumstances change. Equipment is well maintained and serviced as required. Each day staff check the premises and equipment before children are cared for and they supervise the children and access to the premises very effectively. For example, on arrival parents are welcomed into and escorted off the premises by a member of staff. This prevents unknown adults entering the premises and children having an opportunity to leave unnoticed. Induction is staggered and as part of staff monitoring and training their practice is reviewed regularly by the managers, to ensure they are familiar with what to do in various types of emergency situations. All staff have up-to-date first-aid training and they ensure that children wear high-visibility vests while on outings. Routes are known, checks regarding the suitability of routes are conducted and staff carry the settings mobile phones to maintain contact. The phones used have been chosen as they do not include a camera facility. This further protects the children and reflects the management's awareness of minimising potential risks.

The staff team has a range of experience and qualifications. This enables staff to plan activities and engage children well to support their play and learning. Regular supervisions and appraisals help the owner and the coordinator to focus on the individual staff's needs. As a result, staff work well together as a team which creates a safe and harmonious place for children to be. The owner demonstrates a commitment to improvement, for example, she has recently conducted a review of equipment and resources and begun to update and extend the range of toys and equipment for children. The recommendations from the last inspection have been fully met. For example, actions to minimise the contact with other users of the premises during holiday club, include having trips out so children are not present at the same time. Recommendations regarding the systems for the planning for children's learning are met and the complaints procedure has been suitably amended and updated to reflect current requirements.

An informative and regularly updated website, newsletters and a notice board provide a range of information for parents about the service. At the reception table in the main hall a collection of the policies and procedures are available for the parents to view should they wish to. Staff provide daily verbal updates during collection times. Staff demonstrate an understanding about how to support children who have special educational needs and/or disabilities, such as seeking support from outside agencies or working with school staff should the need arise. This helps to prevent children being disadvantaged or left behind.

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	503792
Local authority	Sefton
Inspection number	869212
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	72
Number of children on roll	73
Name of provider	Angela Mary Makinson
Date of previous inspection	02/07/2009
Telephone number	0151 287 3944

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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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