

# Kidszone

1st Withington Scout Hut, 29-31 Heaton Road, MANCHESTER, M20 4PU

<b>Inspection date</b>	17/12/2014
Previous inspection date	17/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	3
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

- Children are confident and motivated to play and learn because the enthusiastic staff provide them with interesting activities.
- Staff are friendly and attentive to children's needs. They set clear boundaries for appropriate behaviour so children behave well.
- Children are kept safe and secure in the club as staff have a good understanding of their roles and responsibilities to safeguard them.

### It is not yet good because

- Children are not assigned a key person who can have an overview of their individual needs.
- The programme for training does not yet ensure that all staff have a secure knowledge of the Early Years Foundation Stage and how this applies to the children attending this provision.
- Staff do not always gather views from parents, staff and children or make changes swiftly enough to improve the quality of provision.

## 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 playroom and talked with the staff.
- The inspector carried out a joint observation with the manager.  
The inspector checked evidence of the suitability and qualifications of the staff, a selection of children's records, safeguarding policies, and discussed self-evaluation with the manager.
- The inspector took into account the views of one parent spoken to on the day.

## Inspector

Emily Wheeldon

## Full report

### Information about the setting

Kidszone was registered in 2011 under its current ownership and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a scout hut in the Withington area of Manchester, and is managed by a limited company. Children have access to three rooms and there is an enclosed area available for outdoor play. The club serves children who attend a local primary school. The club employs seven members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The club opens from Monday to Friday during term time from 3.15pm until 6pm. The club also runs a holiday club from 8.30am until 6pm during most school holidays. Children attend for a variety of sessions. There are 62 children on roll, of whom 16 are in the early years age group.

### What the setting needs to do to improve further

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

- ensure that each child is assigned a key person so that care is tailored to meet their individual needs and staff can build a stronger relationship with parents
- improve arrangements for staff to build a better knowledge of the learning and development requirements of the Early Years Foundation Stage by giving them opportunities to access relevant training, to help raise the overall quality of the club.

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

- improve upon self-evaluation to clearly identify and prioritise targets for improvement that incorporate the views of parents, staff and children and take action more quickly in order to continually improve the quality of provision for children.

## Inspection judgements

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

As children arrive, they are greeted by welcoming and friendly staff. Children are familiar with routines and immediately settle. A suitable range of toys are organised so children can choose what they want to play with, which supports their independence skills. However, staff are not fully conversant with the learning and development requirements of the Early Years Foundation Stage and how these apply to the type of provision they offer. As a result, teaching during some activities lacks appropriate challenge to encourage

children to gain the most from them and to make good progress. The activities provided cover the seven areas of learning both inside and in the outdoor play area, so children have a broad curriculum. Staff plan a range of activities which motivate children and they are linked to their interests. For example, children enjoy playing a game of table football with friends or draw pictures. This supports their hand-eye coordination and small muscle skills.

Staff provide some writing materials and children practise writing independently. For example, children enjoy designing toys on paper and attempt to write labels on their work. Younger children show an interest in letters and sounds and attempt to form letters correctly. As a result, this builds on children's learning at school. They then engage in wrapping different-sized boxes in wrapping paper in preparation for Christmas. These activities appropriately support children's physical skills. Children have opportunities to be creative and take interest in making hand prints and drawing pictures of their family on a calendar. They engage in conversation with their friends and talk readily about their experiences of Christmas. This shows that children are confident and good communicators. Younger children seek out construction activities, such as building bricks, to make a model building. They show sound concentration skills and feel proud of their achievements.

Children's early mathematical skills are developing well and evidence of this is reflected in their play. Staff teach younger children to count up to five. For example, young children hold up three fingers to represent 'three' on request and are then asked to try other numbers. Children attend the same school and staff discuss the children's day with the teachers to pass the information to parents. This keeps parents well informed and ensures continuity of care for children.

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

Staff work closely with parents at the beginning and information about children's interests and needs are shared appropriately. Children settle in easily because they have opportunities to visit the club with their parents and staff are attentive to their needs. Staff have a sound knowledge about children's interests and pay attention to what they say and do. As a result, children feel emotionally secure and have a sound sense of belonging. However, there is no key-person system in place, which is a legal requirement. As a result, children's individual needs are not fully met and partnerships with parents are not maximised to the full. Younger children have secure friendships with the older children because they attend the school where the club operates. They are very familiar with the environment and resources are easily accessible so children can make choices in their learning.

Children are physically active and there is a large space to run around outside. Interesting games of football and resources, such as, sand and water equipment, den-building kits, and skateboards, all support them to have a healthy and active lifestyle. In addition, children are provided with a range of nutritious and healthy snacks, which are available at any time. As a result, children can serve themselves food and drink independently without disrupting their play.

Children behave very well because staff are positive role models. They give children gentle reminders about appropriate behaviour. They also implement successful behaviour strategies in the club so children are clear what the boundaries are. Older children help younger children to follow the rules and are kind and supportive. As a result, children play harmoniously with one another. Children have an appropriate understanding of how to keep themselves safe. For example, they know they must not run inside the playroom in case they trip over.

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

Arrangements for safeguarding children within the club are strong. Staff have a good knowledge of the signs and symptoms of abuse that may cause concern about a child's welfare. Staff carry out careful safety checks of the premises and supervise children at all times. Staff are also trained in paediatric first aid, which helps to protect children. They keep detailed records of any incidents, accidents and medication and these are shared effectively with parents so they are kept informed about their child's welfare. Vetting and recruitment checks are robust, and effectively ensure that only suitable staff are allowed to work with children. In addition, their performance is monitored formally through appraisals and informally through observations of practice.

The club has experienced many changes recently. For example, the director recruited a new manager and she is trying to recruit a new deputy manager. This has had an impact upon the organisation of the club. The director and new manager are aware that they need to improve arrangements for staff training in order to enhance practice. The manager and director have an appropriate knowledge of the welfare requirements and most of these have been met. They have an adequate overview of children's learning, and activities cover the seven areas of learning. The director and manager have a basic understanding of how children learn. However, they are not fully conversant with the learning and development requirements of the Early Years Foundation Stage and how these apply to the type of provision they offer. This requires improvement in order to ensure that children make good progress.

The director and manager have an appropriate view of the club and have identified strengths and areas for improvement. However, planned actions are not always implemented quickly enough to overcome areas of weakness. For example, they have not set up a key-person system in the club yet, and this is a legal requirement. Staff regularly speak to parents at the end of sessions and inform them about what their child has been doing. However, they do not yet fully involve parents and children and staff in the self-evaluation process in order to enhance provision. The director and manager have generally met previous actions from their last inspection. For example, they now plan interesting activities linked to children's interests and they ensure staff have regular appraisals so that most training needs are identified. Staff have links with the school and talk to teachers daily as they collect children from their designated areas. Staff pass information to parents at the end of each day, and as a result, they are suitably informed about their child's day. Staff share the club's policies with parents so they know what the

procedures are. Staff are aware of why it is important to work with other professionals to help children develop and they know who to contact for support and guidance.

### **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

<b>Unique reference number</b>	EY435519
<b>Local authority</b>	Manchester
<b>Inspection number</b>	870516
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	62
<b>Name of provider</b>	Kidszone After School Club Committee
<b>Date of previous inspection</b>	17/04/2012
<b>Telephone number</b>	07401152534

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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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