

# Kids Zone Disley

Disley Primary School, Dane Bank Drive, Disley, STOCKPORT, Cheshire, SK12 2BD

<b>Inspection date</b>	18/12/2014
Previous inspection date	10/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 are consulted about their activities, displays and behaviour management, so that they are valued and have a sense of belonging at the setting
- Children enjoy their time at the setting as staff provide a wide programme of activities that promote their learning and well-being.
- Staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding and children feel safe in the setting, and are effectively protected from harm.
- Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. As a result children are settled, happy and enjoy their learning experiences.

### It is not yet outstanding because

- Systems for sharing information with school and parents about children's next steps are not yet fully developed.
- Clarify the arrangements for the key person system in place, so that the individual needs of the youngest children are fully met.

## 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 children's playroom.
- The inspector held discussions with the manager of the provision and viewed a range of documentation.
- The inspector looked at children's records, checked evidence of suitability and qualifications of staff and sampled a range of documents.
- The inspector took account of the views of parents spoken to on the day of the inspection.

## Inspector

Gillian Kitchen

## Full report

### Information about the setting

Kids Zone Disley out of school club was registered in 2007 it is one of two privately owned clubs. The setting operates from two rooms in Disley Primary School in the village of Disley, Cheshire, and is open from 7.30am to 9am and 3.15pm to 6pm during term time. The holiday opening hours are from 8am to 6pm when available. The setting serves the immediate locality and also the surrounding areas. Children attend for a variety of sessions. There are currently 45 children on roll. Of these, four children are in the early years age range. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently seven staff working directly with the children, four of whom have an appropriate early years qualification at level 2 or 3. 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:

- enhance the systems for sharing information with school and parents about children's next steps so that children are fully supported in their all-round development
- strengthen the key-person system further to support the youngest children, so that children's independence and well-being is fully supported.

### Inspection judgements

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

Children benefit from being cared for by a professional, friendly and caring staff team in a warm and welcoming environment. Staff know the children well and children enjoy their time at the club. Staff plan the activities in order to complement the school day and take account of the interests of children. The partnership with the school is generally good and children are supported in their learning. However, information sharing with school and parents is sometimes less well developed. Those who have special educational needs and/or disabilities experience good support, which ensures that children who are, or could possibly fall below their expected levels of development receive bespoke support. Links are made with other professionals, in order to gather information to contribute to the planning for individual children's care plans. Children form strong relationships with peers and children enjoy playing together. Younger children are supported in their play by older

children. Staff support children well in the setting and all children are confident in the group, they are happy when new people attend the setting and ask 'What's your name?' Children listen to adults and follow instructions when required, as a consequence children are safe at the setting. Staff support children in their play and children are encouraged to be independent at the setting.

The staff support children in all areas of their learning, for example, children construct models with construction toys. Staff are responsive and praise the children for their efforts, as a result, children develop their self-confidence. Parents comment on how quickly children settle and how they enjoy their time at the club. Partnerships with parents are effective and staff gain detailed knowledge of children's starting points. Information is shared with parents on a regular basis and children's learning at home is incorporated into the planning, and as a result, children make rapid progress. Ongoing observations of children are shared with school to ensure their progress is well documented. However, planning for their next steps in learning is less well developed. Staff consult with children on a daily basis and for long-term planning to make sure that children's needs and interests are incorporated into the planning for the setting. Children take part in planning the activities and the displays at the setting. As a result, children feel motivated, valued and their interests are followed.

There is a wide range of good-quality resources available that supports children's all-round learning and development inside and outside. The setting's good range of resources generally supports children's all-round development. A key strength is children have access to a quiet space where they can relax and sit and chat with other children and staff after the school day.

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

Children are happy, secure and well settled at the setting. The behaviour management is a strength as all children are involved in developing their own ground rules for behaviour with staff so that they know what is expected of them. Staff listen to children and take account of their individual requests for activities and play, so that children feel a sense of ownership at the setting. The staff are good role models and remind children of the club rules, when required. Children are offered a range of activities and freely choose the activities they like to do. Children are independent, they move on in their play when they are ready to do so. Staff know the children well. However, arrangements for the key-person system are not always fully clear so that children's independence and well-being is fully supported. Children's health and well-being are successfully promoted as staff provide healthy snacks for children and promote physical activities both indoors and outside. Food allergies are clearly documented and all staff are fully aware of children's individual dietary requirements.

Children manage their own personal needs, the youngest children are supported to do so. Children are also supported to keep themselves safe as they move around the premises. The Police Community Safety Officer visits the setting to talk to children about road safety,

stranger danger and keeping themselves safe on a regular basis. Regular fire drills take place at the setting and children know the drill well. Staff are fully informed of children's medical requirements and parents sign the medication forms for individual children's requirements. All accidents to children are recorded and parents informed appropriately.

Partnership with parents and other agencies involved with children's care and education are generally effective and promote a joined up approach to meeting individual needs. Where children have an identified need, staff work with parents and professionals, follow their advice and develop appropriate actions for the child. This ensures their individual needs are met well and supports children's learning and development. Children are supported on entry to the setting and when they move onto other settings.

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

Children feel safe in the setting and are effectively protected from harm as staff demonstrate a secure knowledge of their responsibilities with regard to safeguarding children. Recruitment and vetting procedures are completed before staff begin work at the setting. All staff understand safeguarding and demonstrate a clear understanding of the policies and procedures of how to protect children. Risk assessments are in place and cover all areas of the setting and any identified risks are rectified immediately to ensure a safe secure environment for children. The staff support children to be safe in their play, as children have been involved in developing the ground rules and are encouraged to consider fair and appropriate outcomes to minor disputes. The manager fully understands the safeguarding and welfare requirements and supports the staff in ensuring the children's safety.

The action from the last inspection has been addressed and staff understand the requirements of the Early Years Foundation Stage. Staff work with parents to gain information about children's starting points and use ongoing observations and assessments to track children's progress. The detailed self-evaluation in place takes account of the views of all those who use the setting and areas for improvement have been identified, for example, making snacks more healthy and developing more play opportunities to keep children healthy.

The staff team work closely with the team at the sister setting, they work together to support each other and to reflect on the services they provide to ensure that the setting is developing and that services are of the highest quality. In order to improve the quality of the service and to drive a programme of continuous improvement, the management team has a range of methods for seeking the views of children, parents and staff, for example, children's opinions are actively sought through observation and regular discussions. Parent's views are regularly sought in writing and verbally in order to improve the quality of the service and to drive a programme of continuous improvement.

### **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
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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

<b>Unique reference number</b>	EY361095
<b>Local authority</b>	Cheshire East
<b>Inspection number</b>	873596
<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>	29
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Pamela Susan Dowd
<b>Date of previous inspection</b>	10/06/2009
<b>Telephone number</b>	07900003862

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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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