

Inspection date	23 March 2015
Previous inspection date	22 June 2009

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff's interactions with children are good. They understand the learning and development requirements of the Early Years Foundation Stage and provide a good range of activities and learning opportunities for all children.
- Safeguarding procedures are good. Staff treat children with kindness and respect. As a result, children demonstrate they feel safe and secure, which effectively supports their emotional well-being.
- The provider has a comprehensive number of written policies and procedures in place. This contributes to the safe and efficient management of the setting.
- Staff are calm, kind and attentive and provide children with a warm, welcoming and stimulating learning environment. They form strong relationships with the children. This means that children quickly feel happy and emotionally secure and enjoy their time at the club.
- Children benefit from fresh air and daily exercise, as they have plenty of access to outdoor play. These experiences support children's physical development and promote good health.
- Children's behaviour is good. They take an active role in putting together rules for appropriate and expected behaviour, which contributes to a positive learning environment.

It is not yet outstanding because:

- Partnership working the host school is not yet fully effective. As a result, staff do not consistently have a full and clear picture of what children can do in order to improve their planning.
- Information on the key person system is not clear. As a result, parents are not always certain which member of staff supports children's day to day needs within the club.

What the setting needs to do to improve further

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

- engage the host school further by encouraging them to share information about children's emerging interests and what they do while in school to enhance their play in the club
- strengthen the key-person system to so that parents are fully aware which member of staff has the best knowledge of the individual needs of their child.

Inspection activities

- The inspector observed children as they played in the indoor and outdoor areas of the club.
- The inspector spoke with staff, children and their parents throughout the inspection.
- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children and the provider's self-evaluation and development plans.

Inspector

Alex Brouder

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Children engage in a wide variety of activities that reflect children's interests. The quality of teaching is good and children are secure in the good progress they make. Children immediately engage in conversation with staff upon collection from school, showing they feel happy and have secure relationships with them. Staff make time to sit and play, extending children's enjoyment and understanding of different activities. They encourage children to persevere and develop their own ideas. For example, they encourage children to persevere with spreading the topping on the homemade pizzas and offer everyday resources to build and create with. Staff ask children questions that encourage children to think, solve problems and develop their language skills, such as 'what will happen if...'. Outdoor play is always accessible to children, enabling them to practise their growing physical skills as they use the range of equipment to climb, balance, dig, swing and slide.

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

Children settle well and are effectively supported in making a smooth move between school and the club. Relationships between staff and children are excellent, resulting in children feeling relaxed and at ease in the setting. They seek staff out for comfort or just to talk about their day. Children move freely between the indoor and the outdoor areas throughout the session and enjoy playing outside. They learn how to be safe as they begin to take risks as they play. For example, they climb trees and use the exercise apparatus in the school grounds. Children enjoy a variety of nutritious snacks and have a say on what they would like included on the menu. Parents share pertinent information on children's dietary needs to ensure children are only offered appropriate foods.

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

Management and staff have a good understanding of how to safeguard children. They are fully aware of their roles and responsibilities in protecting children from abuse and neglect. Recruitment procedures are robust, and all staff members undergo checks to ensure they are suitable to work with children. Staff are monitored through appraisals and the overall quality of the provision is raised because staff attend regular training. Parents speak highly of the staff within the setting and how well they all know their children. However, parents are not given information on the name of their child's key person. As a result, they are not certain of whom to speak with regarding pertinent information on their child. Clear procedures are in place for the safe arrival and collection of children to and from the school. Risk assessments identify all potential areas of risk, ensuring areas children have access to are safe and secure. Partnerships are not fully effective. Staff are not consistently seeking information about children's learning from the host school. This means ideas about how to build on and extend children's learning are not fully explored to inform planning.

Setting details

Unique reference number	EY311228
Local authority	Norfolk
Inspection number	856695
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	4 - 11
Total number of places	24
Number of children on roll	84
Name of provider	The Benjamin Foundation
Date of previous inspection	22 June 2009
Telephone number	01692 407012

Kidzone after-school and holiday club was registered in 2005 and is run by a charitable organisation. The club employs eight members of childcare staff. Of these, most hold appropriate early years qualifications at level 2 or 3. The club opens Monday to Friday, term-time only. Sessions are from 3pm to 6pm during term time and from 8.30am until 6pm during the school holidays.

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Piccadilly Gate
Store St
Manchester
M1 2WD

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