

Kidzone Child Care Services



Alderman Jacobs School Site, Drybread Road, Whittlesey, Peterborough, Cambridgeshire, PE7 1XJ

Inspection date

10 April 2015

Previous inspection date

2 October 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

- The owner has a positive approach to ongoing professional development and ensures all staff have opportunities to attend training. This has resulted in a fully qualified team with a good understanding of how children learn. As a result, all children make good progress.
- Children thrive in the rich and stimulating outdoor environments. Staff's extensive knowledge of outdoor play and woodland experiences means that children's learning is maximised.
- All staff attend child protection training and have a secure understanding of the safeguarding procedures. As a result, children are protected from abuse or neglect.
- Staff have developed strong links with the host school and other providers. These effective partnerships help to ensure children benefit from consistent strategies that support their care and learning needs well.

It is not yet outstanding because:

- In a few instances, staff are not completely successful in gathering ongoing information from parents to enhance the planning of activities and build on children's home interests and experiences.
- Children do not have access to plentiful, everyday resources that enhance their understanding of their own and other diverse cultures, languages and lifestyles.

What the setting needs to do to improve further

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

- strengthen information sharing with parents to extend opportunities to learn more about children's learning experiences at home, in order to support them to make the best progress possible
- enhance children's understanding of diversity by extending the range of toys, books and equipment in everyday use, for example, dressing-up clothes, books, music, signs and symbols.

Inspection activities

- The inspector looked at children's records, planning documents, evidence of staff suitability checks and a range of policies and procedures.
- The inspector observed the children at play indoors and outdoors and spoke with staff about the activities.
- The views of parents were taken account of through testimonials and surveys.
- The inspector had a meeting with the manager to look at management processes, self-evaluation and the monitoring of the educational programme.

Inspector

Veronica Sharpe

Inspection findings

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

Children have a thoroughly good time in the setting and benefit from a broad range of enjoyable activities. Staff deploy themselves well to support the children, talking to them and getting involved in their play. Skilful questioning enables children to think about their games and develop problem-solving skills. For example, staff ask them how to transport water into guttering so they can watch objects wash down. Children have plenty of time to explore their surroundings independently. They help themselves to well-organised resources indoors and outdoors. Their forest shed provides a comfortable place for art and craft activities in all weathers. Staff promote children's interest in literature well through enjoyable group and individual storytelling. Children develop the skills they need for school as they practise early writing and learn to recognise their name cards for snack time. They have a good understanding of the routines, such as washing their hands or sitting and listening at circle times.

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

Children develop strong bonds with staff because the key-person system is very effective. Staff get to know families well and understand children's individual needs and interests. Good links with the local schools help children to get ready for school as, for example, they make visits to become familiar with their new environment. Children are happy and have good relationships with others. During school holidays a broad age range of children interact and play together harmoniously. Older children show consideration for younger ones, involving them in their play. Staff promote children's healthy lifestyles well through varied and wholesome snacks and discussions about which foods are good for them. Children learn about other countries and cultures, for example, they look at festivals and other events from around the world. However, resources in everyday use that help children learn about diversity and cultural identity, such as books, music and dressing up clothes, are not plentiful.

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

Children's development is monitored closely to ensure any areas for concern are promptly addressed. Staff track differing groups of children, such as boys and girls, so there are equal opportunities for children to achieve well. Good links with other agencies, such as children's centres, enable staff to access appropriate support for children with special educational needs and/or disabilities. Thorough staff recruitment procedures ensure anyone working with the children is safe and suitable. Parents indicate they are very pleased with the quality of the provision. Staff keep them well informed about their children's achievements in the setting. They are not consistently successful in encouraging parents to share their children's day-to-day learning experiences at home. Staff, children and parents are regularly asked for their views on the quality of the provision, enabling the owners and managers to identify areas for improvement.

Setting details

Unique reference number	221672
Local authority	Cambridgeshire
Inspection number	865947
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	52
Number of children on roll	79
Name of provider	Karen Amanda Burrill
Date of previous inspection	2 October 2009
Telephone number	01733 206880

Kidzone Child Care Services was registered in 1996 and is privately owned. It operates from two adjoining mobile buildings. The setting receives early education funding for two-, three- and four-year-old children. It is open each weekday for 50 weeks of the year. Day care sessions are available from 7.30am to 6pm. Out of school sessions are from 7.30am to 9am and 3.15pm to 6pm during term time, and 7.30am to 6pm in school holidays. There are 10 staff members, including the manager, employed to work directly with the children. All of these hold childcare qualifications at level 3. The owner holds level 4.

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