

## Inspection date

22 April 2015

Previous inspection date

12 March 2012

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Good</b> | <b>2</b> |
|--|-------------------------|-------------|----------|
|  | 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 <b>meets legal requirements for early years settings</b>                   |                         |             |          |

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good. Leaders support staff to extend and update their knowledge, qualifications and skills. This helps them to enrich their knowledge and enhance children's enjoyment and learning outcomes during their time in the club.
- Children play, learn and relax in this stimulating and welcoming environment. They are cared for by staff who know them well which makes them feel valued and safe. As a result, they are eager to attend this club.
- Staff keep parents well informed about their child's time in the club. Parents are very happy with the care that their children receive in the club and feel their opinions are valued.
- Leaders and staff strive to improve the club. Children, parents and staff are involved in the club's self-evaluation which enables leaders to successfully plan and implement changes. All recommendations from the previous inspection have been effectively addressed.
- Children make friendships across the different age groups. Younger children are welcomed by their older peers, who model excellent behaviour. Consequently, behaviour throughout is exemplary. This means that children's emotional well-being is effectively promoted.

### It is not yet outstanding because:

- Staff do not always consider moving some of the resources and activities from indoors to outdoors to extend children's play opportunities.

## What the setting needs to do to improve further

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

- enable children to enjoy the full range of activities in the outdoor environment as well as indoors, in order to support those who learn better outdoors.

### Inspection activities

- The inspector observed activities in the outside areas.
- The inspector held meetings with the manager. She carried out a joint observation with the manager.
- The inspector talked with children and staff at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with children, the club's self-evaluation information and improvement plan.
- The inspector took account of the views of parents and children spoken to on the day and written questionnaires completed by children and parents.

### Inspector

Karen Laycock

## Inspection findings

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

Children are fully involved in the way this welcoming club is run. They have many opportunities to contribute their opinions and ideas. Consequently, this enables the enthusiastic staff to plan challenging and stimulating activities, which are based on children's interests. For example, indoors there is a wide range of art and craft materials, small world play, board games, construction toys and puzzles. Because of this, children are motivated and eager learners and fully engaged at all times. Staff use effective systems to observe children, assess and monitor their progress, which they discuss with the host school teachers. This enables them to complement the learning that takes place in school. Children particularly enjoy their time in the inviting role play area. Children have access to a computer. This enables them to use the knowledge and skills they have already gained to operate technology and play cooperatively. Children thoroughly enjoy their time outdoors and being physically active in the school grounds. They enjoy team games, which encourage them to run, swerve, stoop and jump. This helps them to build their strength and fitness. Staff use these opportunities to support children's learning in school. For example, during team games they introduce maths and promote children's thinking skills. However, some resources and activities from indoors are not always made freely available to take outside. This means that children's opportunities to extend their own learning and enjoyment are not always fully promoted.

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

Children talk enthusiastically about how much they enjoy attending the club. They are involved in the planning of activities and snacks. The children have devised their own award scheme and all children are eager to participate. Points are gained for different achievements which also reflect the rules of the club. This builds their confidence, promotes their independence and shows their ideas are valued. Children have good manners. They are polite to each other, the staff and visitors. Children wash their hands at appropriate times during the session. Children serve themselves fresh drinking water, which is readily available. This, along with healthy snacks, daily exercise and fresh air, supports children to learn about healthy lifestyles. Children comment 'We have lots of fun', 'I make friends and everyone is friendly' and 'The staff are really kind'.

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

Staff have a good understanding of the requirements of the Early Years Foundation Stage. Their qualifications have a positive impact on children's learning. Children are safeguarded well. Staff know what to do if they have concerns about a child's welfare. They store children's information securely to maintain privacy and confidentiality. The manager monitors staff performance through supervision and peer review. The club has systems in place to help assure children's safety, such as regular fire drills and appropriate checks on electrical equipment.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 224694                   |
| <b>Local authority</b>             | Stoke on Trent           |
| <b>Inspection number</b>           | 866193                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 3 - 12                   |
| <b>Total number of places</b>      | 32                       |
| <b>Number of children on roll</b>  | 61                       |
| <b>Name of provider</b>            | Joanne Mullin            |
| <b>Date of previous inspection</b> | 12 March 2012            |
| <b>Telephone number</b>            | 0772 4207485             |

Kidszone was registered in 1996. The club employs two members of childcare staff. Both hold appropriate early years qualifications at level 3. The club opens from 7.30am until 8.50am and 3.15pm until 6pm, Monday to Friday, during term time. During school holidays the club opens from 7.30am until 6.00pm.

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