

Shotley Kidzone

C/o Shotley CP School, Shotley, Ipswich, Suffolk, IP9 1NR



Inspection date

15 June 2015

Previous inspection date

15 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
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 well-planned and stimulating outdoor environment is a real strength of the setting. Children can spend as much time outdoors as they wish. This suits the learning styles of some children very well, particularly toddlers and older boys. Consequently, all children are making good progress in their learning in readiness for school.
- Staff have developed positive relationships with parents. Parents say that there is a 'good two-way channel of information' that supports children's needs well. This means there is continuity in children's care and learning.
- All children are particularly well prepared for the next stage in their learning. This is because staff have made very good links with the school on the same site. They also take time to build relationships with other schools children will move to.

It is not yet outstanding because:

- The manager does not routinely use the accurate assessments staff make of children's learning to track the progress of particular groups of children.
- Staff are not yet fully included in assessing their own and each other's teaching skills so they can make sure teaching is consistently of a very high quality.
- Sometimes phonic activities in the Butterflies room are too difficult for younger children to understand, and they lose interest in them.

What the setting needs to do to improve further

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

- build on the good arrangements for checking on children's progress by also monitoring different groups of children, such as funded two-year-olds and children with special educational needs and/or disabilities, in order to further identify any variations and gaps in teaching and learning
- raise the overall quality of teaching by encouraging staff to regularly reflect on and share examples of high quality practice to enrich children's learning even further
- review the organisation of adult-led activities in the Butterflies room so that younger children are consistently enthused, engaged and motivated to learn; this particularly relates to phonic activities.

Inspection activities

- The inspector observed activities both indoors and outdoors.
- The inspector spoke to the manager, staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the setting and a range of other documentation, including policies and procedures.

Inspector

Joanne Gray

Inspection findings

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

Staff are skilled teachers, which means that children make good progress in their learning. All staff engage children well and play alongside them, supporting their play. They are skilled at asking questions that encourage children to think and develop their language. For example, they ask, 'Can you remember what you wrote in the book?' However, sometimes staff in the Butterflies room plan literacy activities that are too difficult for the younger children and they soon lose interest. Parents are supported to extend their children's learning at home. They come along to stay and play sessions with their children. Staff give them goody bags, such as recipes and the ingredients to make dough, which are used to support children's learning at home. Staff have innovative ways of encouraging children to enjoy reading. Children take home soft toys and read stories to them. They write in a book about how many stories they have read to the toys and sometimes include photographs. This creates healthy competition between the children and they read more and more stories each time. There is a display of the total stories read to each toy. This also means children are learning to recognise larger numbers.

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

Staff create a warm and welcoming environment. They know individual children very well. Therefore, children are settled, confident and enjoy their time in the setting. Children's behaviour is good because staff have consistent boundaries in place. Children of all ages get along well and play together. Parents are encouraged to provide lunch boxes that are healthy and nutritious. Staff grow fruit and vegetables with the children in the outdoor area. They eat the produce in the setting or send it home for parents. This helps to promote children's understanding of a healthy lifestyle. Staff have a good understanding of child protection policies and procedures so children are kept safe from harm.

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

The staff team are very well qualified and attend regular training. This has a positive impact on teaching and learning. The manager and her team have good ways of evaluating the setting and identifying areas for improvement. They involve everyone in their plans for change. For example, parents and committee members help to develop the outdoor area. Children enjoy running along the paths that have been cut into the wild flower meadow. The setting works effectively with outside professionals and parents to support children with special educational needs and/or disabilities. The manager carries out regular appraisals with staff and checks their suitability to work with children. However, there are less opportunities for staff to learn from each other and share good practice. Staff and the manager regularly review individual children's learning and development. However, this process does not yet extend to looking at how well different groups of children are doing, such as two-year-old funded children.

Setting details

Unique reference number	251629
Local authority	Suffolk
Inspection number	854784
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 11
Total number of places	48
Number of children on roll	82
Name of provider	Shotley Kidzone Committee
Date of previous inspection	15 November 2011
Telephone number	01473 787873

Shotley Kidzone was registered in 1968. The setting employs seven members of childcare staff. Of these, two hold appropriate early years qualifications at level 6 and four at level 3, including one with Early Years Professional status. The setting opens Monday to Friday during term time from 7.45am to 6pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

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