

Kid-Zone Longton

Longton Lane Community Primary School, Longton Lane, Rainhill, PRESCOT,
Merseyside, L35 8PB



Inspection date

8 July 2015

Previous inspection date

25 May 2011

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 leadership and management team understand and fully meet the requirements of the Early Years Foundation Stage. They effectively review the quality of their setting, have an accurate view of their effectiveness and drive improvement.
- The quality of teaching and learning is good. Each pre-school child has a learning target, which all staff know and use to effectively challenge them as they play.
- Children move smoothly to and from the out-of-school club and school due to close partnership working. Children enjoy a range of activities, which complement their learning in school.
- Effective partnerships with parents, other settings that children attend and other professionals involved with individual children, ensure their needs are well met.
- Children in the pre-school and out-of-school club demonstrate secure, emotional attachments to staff. Children of all ages are confident, independent and behave well.
- Children are well prepared for starting school with essential social and learning skills.
- Staff are made aware of safe working practices and procedures when they start. The programme for renewing staff training on safeguarding and first aid is monitored effectively to ensure all staff keep their knowledge up to date.

It is not yet outstanding because:

- The quality of learning varies when children are taught in larger groups. This is because a few children become distracted and lose interest in learning.
- Children are not given sufficient time and freedom to explore equipment and become deeply involved in some taught activities.

What the setting needs to do to improve further

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

- improve the quality of learning during whole-group activities so that each child is focused on learning
- maximise learning from planned teaching experiences so that children have enough time and freedom to become deeply involved in activities.

Inspection activities

- The inspector observed activities in the classroom and the play area outside.
- The inspector spoke to members of staff and children at appropriate times during the inspection.
- The inspector held meetings with the provider and with the manager.
- The inspector carried out two joint observations with the manager.
- The inspector took account of the views of children and 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

Lynne Naylor

Inspection findings

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

Children make good progress. They enjoy a balance of self-chosen and planned play experiences that cover all areas of learning. Staff plan interesting activities, often around themes, which enable children to make links in their learning. Children learn about each other's cultures as they enjoy activities about the national languages, dances, foods, flags and sports of their countries of heritage. Staff accurately assess children's learning, record their progress and plan appropriate next steps for their development. Staff speak daily with parents and regularly share learning journals, which keep parents well informed of their children's progress. Parents are also kept informed about the setting's planning so that they can support children's learning at home. Staff focus clearly on what they want to teach children when working with them on an individual basis. However, following the taught session, staff do not allow sufficient time for children to explore the resources for themselves. This lessens children's ability to consolidate their learning. Children enjoy stories and are learning about the sound at the beginning of words as part of their knowledge of phonics. However, during these whole-group activities, staff do not always organise themselves effectively to keep all children engaged in listening and learning.

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

Children learn to adopt safe and healthy lifestyles. They successfully learn about dental care through a range of activities. They exercise vigorously during outdoor play and music and movement sessions. Children develop good hand-to-eye coordination as they learn to pass a ball in different ways, which is also linked to their learning about Wales. They effectively learn about nutrition and try different cultural foods, such as Welsh cakes, Romanian sausages and Spanish rice. They learn about road safety as they dress up and pretend to be vehicles, pedestrians and a crossing patrol officer.

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

The views of children, staff and parents are included in the evaluation of the setting. Children and parents complete surveys and also write their thoughts and views on tags, which they hang from a displayed tree. Since the last inspection, improvements include moving to a designated classroom, which they have made stimulating and welcoming. The setting also provides pre-school sessions in addition to an out-of-school club. Improved record keeping ensures that information relating to the suitability and qualifications of staff is readily available for inspection. The management team monitor and manage staff performance with increasing effectiveness, which improves their practice. Staff use the knowledge gained from their qualifications to ensure children are well cared for and make good progress in their learning. A strong management team are making good use of what they learn as they move towards gaining higher level qualifications. Following training on language development, staff work more closely with parents on promoting children's language and communication. Children fill a 'me bag' with items from home, which they talk about to other children at group time.

Setting details

Unique reference number	EY356805
Local authority	St. Helens
Inspection number	863470
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	64
Name of provider	Joy Brobyn
Date of previous inspection	25 May 2011
Telephone number	07867998070

Kid-Zone Longton was registered in 2007 and is one of three settings that are managed by a private provider. It operates from Longton Lane Community Primary School in Rainhill. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and one at level 4. The setting operates Monday to Friday, term time only. Pre-school sessions are from 8.45am to 11.45am and from 12.15pm to 3.15pm, with a lunch club from 11.45am to 12.15pm. The out-of-school club operates from 7.45am to 8.45am and 3.15pm to 6pm.

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