

Inspection date	4 November 2015
Previous inspection date	12 October 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Teaching is good. The manager has detailed systems in place for assessing and monitoring all children's progress. Any gaps in children's learning are swiftly identified and addressed.
- Staff are positive role models of good behaviour. They place a high priority on helping children gain valuable social skills. Children learn to be respectful, share, take turns and use good manners. Staff praise children for their efforts and achievements and children develop good self-esteem.
- Children have formed secure emotional attachments with staff. Staff calmly settle children who soon feel confident to explore the welcoming and child-friendly environment.
- Staff have good links with the host school and they share information well to ensure that all children receive the support they need. This makes a strong contribution to meeting children's individual needs.
- The manager and staff have a good understanding of the requirements of the Early Years Foundation Stage. They accurately evaluate the setting's strengths and areas for improvement and involve parents and children in identifying areas to develop. The manager has addressed the recommendation raised at the last inspection.

It is not yet outstanding because:

- Parents are not always fully encouraged to share what they know about their children's learning at home, so that a more consistent approach can be established.
- Staff do not always use opportunities to share their skills to expand their understanding of how children learn and to improve their practice.

What the setting needs to do to improve further

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

- develop methods to enable all parents to be more actively involved in their children's learning and development, so that they can continually share information about what their child achieves at home
- support staff in sharing good practice and learning from one another in the drive to improve the quality and consistency of teaching even further.

Inspection activities

- The inspector observed practice and interactions between the manager, staff and children during indoor and outdoor play, and daily care routines and activities.
- The inspector carried out a joint observation with the manager and discussed the teaching and the impact this has on children's learning.
- The inspector spoke to young and older children and staff during the inspection.
- The inspector held discussions with the manager. She looked at relevant documentation, such as the setting's self-evaluation, evidence of the suitability of staff, children's learning records and a sample of policies and procedures.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Karen Cooper

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff are fully aware of their roles and responsibilities to protect children in their care. They have attended child protection training and all staff hold a current first-aid certificate. The manager demonstrates a strong passion and is fully committed to provide children with the best care and learning experiences. She is a positive role model and leads a well-qualified and experienced team who are dedicated to driving improvement. Staff work well as a team. They have regular supervision and appraisal meetings and are provided with good training opportunities. There are effective systems in place for management to check that children are making good progress. Positive relationships with parents have been formed. Parents speak highly about the caring, friendly nature of staff and particularly value the nurturing environment.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn through play. They observe, assess and plan well for children's next stages in their learning and share this information with parents. Staff use their skills and experience effectively to ensure children are fully engaged in their activities. Children are eager to join in with the activities and are motivated to learn. They sing and listen well while involved in a music and movement activity. Children respond excitedly to a wide range of creative activities. They enjoy exploring sand, play dough and use their imagination well to make a firework collage. Children are guided well by staff who encourage children to observe, express their thoughts and develop their language skills. Children of all ages enjoy a range of activities that promote their mathematics and literacy skills well. Children join in with stories and learn letters and sounds, and count and talk about colours and size.

Personal development, behaviour and welfare are good

The staff go to a great deal of effort to ensure that the individual needs of all the children in their care are met. Children learn to respect and value each other's similarities and differences. They are grouped effectively with key persons into small groups. This promotes consistency and helps children to feel confident and secure with their key person. Children are developing a growing understanding of how to keep themselves safe and healthy. Their physical development is promoted well. Staff provide a range of healthy snacks to further promote children's understanding of a healthy lifestyle. Children develop good levels of independence. Staff encourage them to put on their own coats and see to their personal needs. This helps children to learn important skills ready for school. Good hygiene procedures are promoted and followed.

Outcomes for children are good

Children make good progress from their starting points and are keen learners. Children are successfully gaining the skills needed for the next stage in their learning and their move on to school.

Setting details

Unique reference number	250066
Local authority	Solihull
Inspection number	866429
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	32
Number of children on roll	82
Name of provider	Kidzone St. Margaret's Committee
Date of previous inspection	12 October 2011
Telephone number	0121 706 5020

Kidzone was registered in 2000. The setting operates from St Margaret's C of E Primary School in Olton, Solihull. The setting opens each weekday from 7.45am to 9am and 11.45am to 6pm, term time only. The setting also offers care to children aged over five to 11 years. Four staff are employed to work with the children, all of whom hold appropriate early years qualifications at level 3 or 4.

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