

# Mulbarton Kidzone After School Club

Mulbarton Infant School, The Common, Mulbarton, NORWICH, NR14 8JG

<b>Inspection date</b>	25 May 2016
Previous inspection date	2 December 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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		Not applicable	

## Summary of key findings for parents

### This provision is good

- The leadership and management team have worked hard to make significant improvements in practice since the last inspection. Rigorous risk assessments, a thorough review of policies and implementation of a training plan have helped to raise the quality of provision to a good level.
- Staff are vigilant and communicate well with each other to maintain children's safety at all times. Effective procedures are in place to keep children safe when using the internet and to ensure the robust checking of visitors.
- Children enjoy their time at the club. They engage in a varied range of playful opportunities, both indoors and out. Staff play alongside children and make the most of opportunities to extend their learning and offer them challenge.
- Staff use communication books to share information with parents of the youngest children about what they have done. This is also used as a three-way method of communication to effectively share information about children with the school.
- Children develop secure emotional bonds with staff who are responsive to children's needs. Staff encourage children to use good manners and to be kind to their friends.

### It is not yet outstanding because:

- Leaders and managers have implemented effective systems for evaluating practice. However, they have not yet used the information gathered to develop a highly targeted plan to help them to continue to make ongoing improvements to practice.
- Current systems for the supervision of staff practice lack the depth to fully support staff to achieve high-quality teaching.

## What the setting needs to do to improve further

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

- use information from self-evaluation to develop a well-targeted plan to sustain the drive forward to achieve ongoing improvements to provision
- enhance current systems for the supervision of staff and use a broader range of techniques to fully support and coach staff to achieve higher levels of personal practice.

### Inspection activities

- The inspector viewed the areas used to provide childcare, including the outdoor area, the school hall and the mobile classroom.
- The inspector observed children engaged in activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the club manager. She spoke to staff and children at appropriate times during the inspection and spoke to parents when they collected their children.
- The inspector looked at relevant documentation, such as the club's policies and procedures, risk assessments and evidence of the suitability of staff working in the club.

### Inspector

Julie Meredith-Jenkins

## Inspection findings

### Effectiveness of the leadership and management is good

The leadership team, manager and staff work well together and have addressed actions raised at the last inspection. This demonstrates their commitment to the ongoing improvement of the setting. They have completed training to enhance knowledge of their roles and how to implement best practice. Regular staff meetings enable staff to input their ideas and suggestions into the setting and share their knowledge from training courses they have attended. Risk assessments are robust and cover all areas of the setting. Arrangements for safeguarding are effective. Staff have a clear understanding of the signs and symptoms of abuse and how to report their concerns about children's welfare. A robust policy is in place for mobile phones and cameras in the setting, which is implemented consistently. Parents comment positively about the club and feel their children are safe and well cared for by the supportive staff. The club has developed close links to the school. Regular meetings are held with the school teachers. They discuss any concerns about children and share information in order to complement children's learning and provide continuity in supporting their needs.

### Quality of teaching, learning and assessment is good

Staff have a good understanding of how to promote the learning of the different ages of children who attend. They interact with children throughout their time and join in with their choices in play. Children engage well in a craft activity which was planned specifically around their interests. They show concentration and commitment as they weave and thread. Younger children enthusiastically join in the activity. Staff ask children to recall what they have to do and give them time to come up with their answer. Children recall the sequence and staff offer appropriate praise. They explore size and colour as they choose resources they need. When they run into difficulty they confidently seek support. Staff gently guide children giving them appropriate support and encouragement. Children are busy and engaged throughout their time at the club. The resources provided are interesting and suitable for their ages and stage of development.

### Personal development, behaviour and welfare are good

Children are familiar with the club's routines and demonstrate a clear understanding of the rules and boundaries. Children listen well to staff and act on their ideas and suggestions. Staff are consistent in managing children's behaviour and use positive behaviour management techniques. They have high expectations of children's behaviour and give them clear and consistent messages. Children learn to manage risk and are involved in risk assessments. They identify which pieces of play equipment may not be safe in wet weather and why. Children develop good levels of independence. They make their own sandwiches for snack and choose healthy options from a nutritious selection of food. Children competently wash their pots after eating. They develop very close relationships with their friends. Snack time is a social occasion where children chat to each other about their day and their interests. Older and younger children happily play side by side and engage in imaginative play together. Staff are perceptive to children wanting physical play and encourage them outside. Staff engage children in a game of tennis or football. This gives children the chance to run around and exercise their bodies.

## Setting details

<b>Unique reference number</b>	EY359018
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	1034681
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	30
<b>Number of children on roll</b>	67
<b>Name of registered person</b>	Mulbarton Kidzone Committee
<b>Registered person unique reference number</b>	RP520851
<b>Date of previous inspection</b>	2 December 2015
<b>Telephone number</b>	07923 999 958

Mulbarton Kidzone After School Club was registered in 2007. The out-of-school setting employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, during school term time. Sessions are from 3.15pm until 6pm.

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