

<b>Inspection date</b>	27 September 2016
Previous inspection date	24 October 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
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

- Children form good relationships with staff and each other. They are polite and respectful. Older children help younger ones and they play together harmoniously.
- Partnerships with parents are good. Parents feel involved in the club and value the service the staff provide for them and their children.
- Children with special educational needs or disability are effectively supported. For example, staff take time to understand their individual needs and work closely with school staff and parents to monitor children's well-being.
- Children have many opportunities to share their views, thoughts and ideas about the club's activities. For example, staff encourage them to contribute towards the organisation of activities and choosing new resources.
- Staff receive good support from the managers. They regularly observe staff practice and provide opportunities for them to attend additional training. This helps staff to develop their skills and knowledge.
- Children behave well. Staff maintain consistent rules and boundaries, which children understand. Children share and take turns in their play.

### It is not yet outstanding because:

- Sometimes, staff do not make effective use of their knowledge of children's interests to provide engaging and relevant activities.

## What the setting needs to do to improve further

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

- build further on staff's knowledge of children's interests to provide consistently engaging and relevant activities.

### Inspection activities

- The inspector viewed the areas of the premises used by the club.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector met with the provider and the manager and looked at relevant documentation, such as evidence of the suitability of staff working at the club.
- The inspector spoke with staff, children and the manager at appropriate times throughout the inspection.
- The inspector observed the range of activities provided for children.

### Inspector

Julie Dale

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. All staff understand the procedures for reporting concerns or allegations. There are good recruitment and vetting procedures that help the managers to ensure that staff are suitable to work with children. Staff receive a thorough induction which helps them to have a good understanding of their roles. Staff attend regular team meetings and have opportunities for training, support and coaching to help them extend their skills and knowledge further. Self-evaluation procedures take into account the views of the staff, children and parents. This helps to identify areas of the club to develop further. Parents are happy and find the staff approachable and friendly. Staff keep them up to date about children's activities. For example, they provide regular reports and speak to parents daily.

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

Staff generally organise the club well and provide a range of resources that takes into account the different ages of children. Children are confident and freely use their imaginative skills in role play. For example, they create pretend libraries and travel agents in the quieter side room. Staff provide spaces for children to relax and opportunities for them to be creative in the arts and craft area. Children enjoy making models and having their work displayed. Staff talk to children about what they are doing and show genuine interest. They work in close partnership with the school's teachers, which helps them to understand what children are doing at school and consolidate their learning further to support their individual needs.

### **Personal development, behaviour and welfare are good**

Children are happy and confident, and have close relationships with staff. Staff support children's good health and well-being effectively. For example, they encourage children to wash their hands regularly and provide a selection of healthy snacks. Staff interact well with the children and offer lots of praise and encouragement for their efforts. Children have strong social skills. They are willing to share, take turns and play cooperatively. This helps them to form meaningful friendships and supports their emotional well-being. Older and younger children play harmoniously together. Staff are positive role models and children are well behaved. Staff provide good opportunities for children to build on their physical skills. Children access outdoor play daily. They enjoy playing a variety of ball games, such as football and tennis, and build dens and shelters in the garden area.

## Setting details

<b>Unique reference number</b>	EY379644
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1058875
<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 - 8
<b>Total number of places</b>	28
<b>Number of children on roll</b>	4
<b>Name of registered person</b>	Gillian Ann Wrixon
<b>Registered person unique reference number</b>	RP909501
<b>Date of previous inspection</b>	24 October 2012
<b>Telephone number</b>	07976 611713

Kidzone 2 After School Club registered in 2008. It is privately owned and set in the grounds of Bidbury Infant School in Bedhampton, Hampshire. The club opens Monday to Friday during term time only. Sessions are from 3pm to 6pm. There are currently three members of staff working directly with children, all of whom hold appropriate early years qualifications.

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