

Zone 4 Kids

Coquet Park First School, The Links, Whitley Bay, NE26 1TQ



Inspection date	20 October 2016
Previous inspection date	5 November 2013

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

- The manager is an experienced, dedicated and knowledgeable practitioner, who leads a well-qualified staff team. All staff have a very good understanding of how children learn and develop. They use this knowledge to help each child progress well from their unique starting points.
- Teaching is good. Staff use a variety of teaching strategies and work very closely together to ensure that children develop skills and knowledge across all seven areas of learning.
- The manager works very well with her area manager. They help staff to reflect on and evaluate their practice. Development plans are focused on achieving the highest standards of care and education for all children.
- Staff are very good role models who have high expectations of the children in their care. They help children to understand and follow rules, routines and boundaries, and to be polite and considerate to others. Children's behaviour is excellent.
- Robust systems are in place for the safe recruitment, induction and supervision of staff. Training and staff development have a positive impact on outcomes for children.

It is not yet outstanding because:

- Occasionally, during adult-led activities children are not given the opportunity to fully explore and investigate materials they are interested in.
- Self-evaluation is not yet focused closely enough on assessing the impact of practice on outcomes for children.

What the setting needs to do to improve further

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

- enhance adult-led activities further and give children greater opportunities to explore and investigate materials they are interested in and inquisitive about
- strengthen self-evaluation systems further and assess how well changes to practice impact on outcomes for children.

Inspection activities

- The inspector viewed the parts of the school used by the setting.
- The inspector undertook a joint observation with the manager.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector spoke to the area manager, manager, staff, parents and children during the inspection.
- The inspector viewed a range of documentation, including health and safety policies and procedures, children's records, self-evaluation systems, training and development records, qualifications and suitability checks.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The manager holds children's safety and well-being at the heart of everything she does. Staff have a very good understanding of their role to protect children from harm. They recognise the signs of abuse and know what to do if they have concerns for a child's welfare or development. Staff help children to understand dangers and know how to minimise these. They gently remind children about safety rules and routines, using clear explanations to help children appreciate their purpose. Staff are committed to continually improving and have recently introduced an electronic recording system to track children's progress. This has further improved the way staff monitor children's individual and group attainment over time. Parents are regularly updated about children's achievements and development needs. They feel extremely well supported and understand what learning to promote at home. There is a range of high quality, home-learning resources available on loan which parents access regularly.

Quality of teaching, learning and assessment is good

A wide selection of interesting and attractively presented resources, toys and equipment are set out in readiness for children entering the setting. Children enthusiastically access these and engage with their friends and staff, as they settle quickly to play. They also self-select from the range of clearly labelled boxes, baskets and inviting play spaces. Staff use highly effective systems of observation, assessment and planning to help children learn what they need to next. They embrace collaborate partnership working with class teachers to ensure that they extend and consolidate children's learning in school. Staff sit beside children as they play often using complex and descriptive words and phrases to expand children's growing vocabularies. They use explanations well to help children develop a deeper understanding of the world around them. When needed, staff gently correct children's verbal exchanges. This skilful support ensures children's learning moves on without affecting their confidence. It helps children to become effective communicators.

Personal development, behaviour and welfare are good

Staff recognise the importance of celebrating children's individuality and take the time to get to know them very well. When children start in the setting staff are flexible with their practice, in order to meet children's needs and to help them settle quickly. Parents value the positive, helpful attitude of staff and say they always feel welcome in the setting. Children spend long periods engrossed in physical play outside. They are fascinated by the range of boxes and water resources provided. Children use these imaginatively, testing out their ideas and solving problems, as they play. Children serve themselves at mealtimes and develop very good social skills as they eat together.

Outcomes for children are good

All children make good progress. They learn how to cope very well when faced with challenges, they develop resilience and a positive attitude to learning. Children begin to understand the needs of others by showing kindness. They are helpful and take turns as they play together. They are extremely well supported to develop the skills they need to make continued good progress as they move on to school.

Setting details

Unique reference number	EY275725
Local authority	North Tyneside
Inspection number	1064513
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	48
Number of children on roll	31
Name of registered person	Tynemouth Nursery Group Limited
Registered person unique reference number	RP521965
Date of previous inspection	5 November 2013
Telephone number	0191 2581662

Zone 4 Kids is privately owned, was registered in 2003 and is situated within Coquet Park First School, Whitley Bay. The setting employs three members of childcare staff. Of these one holds a foundation degree in early years education and care and one holds an appropriate early years qualification at level 4. The setting operates from Monday to Friday and during term time only. Sessions are from 7.45am until 9am and from 11.45pm until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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