

<b>Inspection date</b>	6 January 2017
Previous inspection date	27 June 2016

<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

- Leaders have made significant improvements since the last inspection. Training has improved staff's understanding of their roles and responsibilities to safeguard children.
- Staff work closely with parents and teachers to promote children's behaviour. Children take an active part in setting their own targets to work towards. As a result children's behaviour is very good.
- Staff effectively assess the learning needs of children who require additional support. All children receive the special care and attention they need so that they get the best from their time at the setting.
- Younger children benefit from being with older children because they learn from their more advanced behaviour, such as making their own wraps at snack time.
- Parents speak highly of the setting, in particular the wide range of activities provided throughout school holidays and after school.
- Children know, understand and follow clear procedures to keep them safe when they are walking from their school to the setting.

### It is not yet outstanding because:

- Staff do not always provide sufficient resources linked to current topics to help children to fully express their own ideas and interests.

## What the setting needs to do to improve further

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

- further develop the planning of topic related activities, providing sufficient resources to help children fully express their own ideas and interests.

### Inspection activities

- The inspector observed children playing and learning in the setting.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the manager.
- The inspector looked at a range of documentation, including the action plan from the previous inspection, the setting's evaluation of the provision, policies and procedures and evidence of suitability of staff working in the setting.
- The inspector spoke to a number of parents and took account of their views.

### Inspector

Linda Williamson

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff understand what to do if they are worried about a child in their care or are concerned about the behaviour of another adult in the setting. Leaders implement very effective systems to ensure that those who care for children are suitable. Regular meetings between leaders and staff provide time for work to be reviewed, progress celebrated and training needs to be identified. As a result, staff feel valued and supported and there is a strong team spirit. Leaders have a clear view of the strengths and weaknesses of the setting. There is a well-thought plan of improvements. For example, minor changes are planned to improve privacy for the older children. Leaders build and maintain effective professional relationships with the village school, pre-school and community organisations. Children and their families benefit from these positive partnerships.

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

Staff have a good understanding of how to plan a range of exciting and stimulating activities. They support each other well to improve the quality of their teaching, such as sharing accurate information about what children are interested in and are able to do. Children's views and comments are highly valued and acted upon. Consequently, the children are actively and happily engaged in their learning. For example, children like to draw and make displays, play table top games, engage in role play and play table tennis and football. Staff have high expectations for children's behaviour. They act as good role models and encourage the older children to have consideration for the younger ones. As a result, older children happily assist younger ones to tidy up.

### Personal development, behaviour and welfare are good

Children are very happy and settled in the setting. They build positive friendships with other children and the staff team. Staff promote children's health and well-being effectively. Children make their own choices from the range of healthy and nutritious snacks available. Staff listen and make notes of what children would like to eat and use this to plan activities that engage children. For example, children show excitement about the opportunity to make pizzas and fajitas in the near future. Children are well supervised and are cared for in a safe environment. A review of the accident reporting procedures since the last inspection has resulted in parents being better informed should their child have an accident while at the setting.

## Setting details

<b>Unique reference number</b>	EY364789
<b>Local authority</b>	Devon
<b>Inspection number</b>	1080760
<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>	3 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Westbank Community Health and Care
<b>Registered person unique reference number</b>	RP902596
<b>Date of previous inspection</b>	27 June 2016
<b>Telephone number</b>	01392 824 752

Westbank Kidzone registered in 2008. It is located in Exminster, Devon. The club is open every weekday after school from 3pm until 6pm. During the school holidays, it is open each weekday from 8am to 6pm. There are eight members of staff; six staff hold an appropriate early years qualification to level 2 and above.

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