

Kidzone Out of School Club



Stamfordham County First School, Stamfordham, Newcastle upon Tyne, Tyne and Wear, NE18 0NA

Inspection date 10 March 2017
Previous inspection date 28 March 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- A key-person system is not implemented to ensure young children's emotional well-being is effectively promoted from the very start of their placement.
- The arrangements for monitoring staff performance are not yet highly focused on strengthening the good quality of interactions even further.
- Self-evaluation systems are not rigorous enough and do not enable staff to set specific targets for continuous improvement.

It has the following strengths

- The manager and staff continue to deliver the learning and development requirements of the early years foundation stage. This helps all children to progress well and to acquire key skills to support their learning at school.
- Children's behaviour is good. They understand the expectations and boundaries within the setting. Staff provide children with clear guidance and simple explanations.
- Staff carry out daily safety checks on the environment and resources. The premises are safe and secure for children. In addition, they implement policies and procedures, including how to appropriately deal with complaints from parents.
- Children engage in a varied selection of interesting experiences and opportunities. They demonstrate good levels of concentration and motivation throughout their activities.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- ensure young children are assigned to a key person and that their emotional well-being is effectively promoted from the outset. 07/04/2017

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

- enhance performance management arrangements to help raise the quality of interactions to an even higher level
- strengthen self-evaluation systems and establish precise targets to continually improve the setting.

Inspection activities

- The inspector viewed all areas of the setting accessed by children.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for children and spoke to staff members in the setting. She also held discussions with the headteacher of the host primary school.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of children, parents and carers spoken to on the day of inspection and through written questionnaires.

Inspector

Rachel Enright

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff work closely with teachers in the host primary school and share relevant information. This helps to provide a consistent approach to children's care and learning. Staff are qualified and complete appropriate training to enable them to refresh their skills and knowledge. They take part in review meetings with the headteacher to help to recognise their professional development needs. However, performance management arrangements are not yet sufficiently targeted to consistently raise the quality of interactions to an even higher level. The manager and staff communicate before the start of each session and work well together as a team. However, the systems in place for self-evaluation do not enable staff to recognise precise priorities for future improvement, in order to offer even better experiences for children. The arrangements for safeguarding are effective. Staff are fully aware of child protection procedures and understand how to promote children's safety.

Quality of teaching, learning and assessment is good

Parents are positive and complimentary about the service provided. They make comments, such as, 'Staff provide a safe and welcoming environment for children' and, 'Children love attending as they are very happy and have fun'. Staff talk to parents on a daily basis to ensure they are kept informed about their children's routines. Children's communication and language development are successfully promoted. Staff involve them in meaningful discussions and link their play to real-life experiences. Furthermore, staff ask effective questions to help children to think and respond for themselves. Children are encouraged by staff to be creative and imaginative. For example, they thoroughly enjoy using a wide range of craft materials to make their own cards. This helps to foster their expressive art and design skills. Staff effectively support children's literacy development. They participate in mark-making activities and practise their early writing skills.

Personal development, behaviour and welfare require improvement

Staff do not assign young children to a key person. This means they do not receive the support they need to settle as quickly as possible from the outset to contribute to their welfare. Nevertheless, staff encourage children to be independent and to make their own choices and decisions. They freely select their own resources and are comfortable to lead their own play. This helps children to have ownership in the setting and builds their confidence and self-esteem. Staff fully understand how to promote healthy lifestyles. They reinforce the importance of following effective hygiene practices and developing their self-help skills. In addition, children have regular opportunities to participate in physical play, access fresh air and to take suitable risks. For instance, older children develop their climbing and balancing skills while using large equipment in the outdoor environment. Snack time is a social occasion where children talk to staff and their friends about their day at school and their plans for the weekend ahead. Children of all ages show good manners and are learning to share and take turns.

Setting details

Unique reference number	301914
Local authority	Northumberland
Inspection number	1060906
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	24
Number of children on roll	37
Name of registered person	Northumberland Kidzone Out of School Club Committee
Registered person unique reference number	RP518720
Date of previous inspection	28 March 2014
Telephone number	07717126660

Kidzone Out of School Club was registered in 2000. The setting employs two members of childcare staff. Of these, both hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, from 7.45am until 8.45am and from 3.10pm until 5.30pm, during school term time. It is also open Monday to Friday, from 9am until 5.30pm, during school holidays.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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