

Inspection date	9 November 2017
Previous inspection date	7 May 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			

Summary of key findings for parents

This provision is good

- Children enjoy themselves at the out-of-school club. They are motivated to take part in a range of fun and interesting activities that matches their interests.
- Children benefit from strong relationships with staff and each other. They use good manners, share toys and negotiate the use of popular resources.
- Children develop their independence. They are encouraged to help with everyday tasks which gives them a sense of responsibility.
- Partnerships with parents are good. There are effective systems in place to ensure parents are kept up to date about their children's time at the club.
- Parents make very positive comments about the club. They say they value the friendly and helpful communication they have with staff.
- Management and staff are committed to developing the provision. Through their own evaluations they identify areas to improve that will benefit all the children who attend.

It is not yet outstanding because:

- The outdoor area is less effectively planned to provide rich and varied experiences for those children who prefer to play outdoors.
- Opportunities for the younger children to concentrate and develop their listening skills are sometimes hindered due to the background noise.
- Staff do not always make the most of opportunities to reinforce children's understanding of good hygiene practices during mealtime routines.

What the setting needs to do to improve further

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

- provide more rich and varied experiences in the outdoor area to enhance enjoyment for those children who prefer to play outdoors
- take steps to enhance children's ability to concentrate during activities and routines
- strengthen children's understanding of good practices that contribute to their all-round health.

Inspection activities

- The inspector observed a range of activities indoors and outdoors, and accompanied staff as they collected children from their classrooms in the host primary school.
- The inspector observed staff working with the children and discussed the joint observation of practice with the deputy manager from the sister nursery.
- The inspector spoke to the staff and children at appropriate times during the inspection.
- The inspector checked evidence of the staff's suitability and a range of other documentation, including policies and procedures to safeguard children.
- The inspector took account of the views of parents from those spoken to on the day and from their written responses to surveys organised by the club.

Inspector

Patricia Champion

Inspection findings

Effectiveness of the leadership and management is good

The manager monitors staff well. She supports the development of their skills through appropriate professional development opportunities that build on the level of their qualifications. A well-managed induction, supervision and appraisal system helps to ensure staff are kept up to date with any changes in policy or working practices. Staff observe and learn from each other. There are also regular spot checks by senior staff from the sister nursery to help maintain good standards. The arrangements for safeguarding are effective. Recruitment and vetting procedures are robust. Staff are vigilant about the security of the children and ensure that they remain within their sight and hearing. Detailed risk assessments help staff ensure the environment is safe for children. There are safe and reliable arrangements for collecting children from their school classrooms at the end of the school day. The manager and staff are confident in their understanding of child protection matters and know the steps to take if they have any concerns about a child's welfare.

Quality of teaching, learning and assessment is good

Staff provide an environment where children can relax or choose to play energetically during activities after school. Children take an active role in suggesting further activities to extend their enjoyment. The playroom is well planned to provide children with comfortable spaces to sit. They enjoy looking at books or chatting with their friends. Children are imaginative in their role play. They act out familiar scenarios, such as a shop keeper, or a customer purchasing groceries. Staff sit with the children to provide support, helping them develop their memory and mathematical skills. Children enjoy demonstrating their artistic skills. They paint pictures embellished with sequins and glitter to create highly original pieces of artwork. Partnerships with the host school are good. There are effective systems in place to share information regarding children's care and achievements. This helps staff to plan a variety of experiences that meet their individual interests and complement their learning in the school classroom.

Personal development, behaviour and welfare are good

The key-person system is very effective. Staff get to know children well, developing strong and trusting relationships. They help younger children settle and make new friends. The older children play alongside younger ones, showing them care and concern and supporting them to join in their play. Staff provide children with opportunities to share their interests and raise their self-esteem. There are sociable times where children and staff sit together and talk about their day. Children behave well and are involved in writing the rules of the club. This helps them to understand the expectations of staff and contributes to children learning to respect the views and beliefs of others. Staff teach children well about personal safety and managing appropriate risks during their play.

Outcomes for children

Setting details

Unique reference number	EY453955
Local authority	Essex
Inspection number	1066371
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	30
Number of children on roll	60
Name of registered person	Chestnut Grove Kindergarten Ltd
Registered person unique reference number	RP529717
Date of previous inspection	7 May 2013
Telephone number	01255422825

Kidzone registered in 2012 and is one of three settings run by Chestnut Grove Kindergarten Ltd. The out-of-school club employs three members of childcare staff. Of these, one member of staff holds a qualification at level 3 and one member of staff holds a qualification at level 2. The club opens from Monday to Friday during school term times. Sessions are from 7.30am to 9am and from 3pm to 6pm.

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