

Inspection date	12 October 2018
Previous inspection date	21 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- Staff have developed secure professional links with the local infant and junior school staff, and they offer children a consistent care experience. Staff share relevant information with teachers and assistants. They provide children with a safe and relaxing environment before and after school.
- Staff are good role models for children. Staff remind children of the need to be kind to friends. They encourage children to work together to achieve positive results. Children are excited to meet up with friends of different ages to discuss their school day.
- The manager aspires to raise the quality of the service she offers all families. She provides a flexible provision that meets the childcare needs of working parents and that their children enjoy.
- Children receive good support to build on what they learn at school. Staff provide support to develop children's writing skills and they demonstrate how to use familiar words. They encourage children to draw detailed pictures.
- Staff help children to enhance their physical skills. Children collaborate with each other and skip quickly across the playground. Some children particularly enjoy using the outdoor space, and they kick and throw balls.

It is not yet outstanding because:

- Staff do not share all details about the key-person role with parents of the younger children, so they can fully tailor children's individual care.
- Staff do not consistently offer children opportunities to select from the full range of resources available at the after-school club.

What the setting needs to do to improve further

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

- strengthen systems to share all information about the key-person role with parents of the younger children
- offer children as many opportunities as possible to make their own choices about the toys they would like to play with.

Inspection activities

- The inspector and the manager talked about the areas that children use when they play.
- The inspector and the manager discussed the links that staff have formed with teaching staff at the local school.
- The inspector viewed the safeguarding policies in place and talked to staff about the procedures they follow to protect children's well-being.
- The inspector spoke to parents about the information they receive from staff.
- The inspector observed staff and children, and monitored the pick-up routine when staff collected children from the infant school.

Inspector

Julie Bruce

Inspection findings

Effectiveness of leadership and management is good

The manager fully understands the individual skills that each member of staff brings to the setting. She asks their opinions about how to complement children's daily school experiences. Recently, staff researched ideas about how to help young children develop their coordination. They now provide more opportunities for children to synchronise and move their fingers, such as when they help children dress small figures. Children concentrate on the task for long periods. The knowledgeable manager continues to reflect on practice. For example, recently, the club has moved into a different building on the school site. The manager continues to evaluate how they can make the most of the new space available to them. Safeguarding is effective. The manager frequently updates staff on changes to safeguarding policies. She reviews procedures and checks that staff remain suitable for their role. Staff understand how to respond appropriately if they have concerns about children's welfare. The manager follows strict recruitment procedures to check applicants are safe to work with children. She always seeks references from previous employers. She asks referees to provide details about any potential new staff member's work records.

Quality of teaching, learning and assessment is good

Staff extend children's knowledge of mathematics. They play entertaining number games with children and they help children improve their spatial awareness skills. For example, staff persuade children to aim and throw dice across the floor carefully. Children add and take away numbers. They have great fun and giggle as staff remind them to follow the rules. Older children give younger friends plenty of time to complete their turn. Staff give children good encouragement to use their imagination, such as when they talk to children about the life-like play equipment they use. Children pretend to 'cook' their favourite foods and they discuss the nutritious vegetables they eat at home. Staff help children to practise using their speech skills and they have long conversations with children. For instance, staff help children resolve friendship issues.

Personal development, behaviour and welfare are good

Staff are respectful and they wait to be invited into children's play. There is always a familiar adult in the vicinity when children need extra support and to answer any questions they might have. Staff teach children to look after their own bodies and to stay physically healthy. For example, staff provide children with nutritious snacks. They guide children to pour out drinks. Young children smile as they complete the task and carefully pour from the large jug without spilling any. Staff encourage children to assess risks independently. For example, they ask children how they can keep themselves safe on the walk back to the club. Staff regularly check toys, and they remove any damaged parts to keep children safe.

Setting details

Unique reference number	110419
Local authority	Hampshire
Inspection number	10063292
Type of provision	Out-of-school day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	4 - 11
Total number of places	40
Number of children on roll	80
Name of registered person	Wrixon, Gillian Ann
Registered person unique reference number	RP909501
Date of previous inspection	21 April 2016
Telephone number	07976 611713

Kidzone is an after-school and breakfast club that registered in 1997. It is situated at Mill Rythe Junior School in Hayling Island, in Hampshire. Kidzone serves Mill Rythe Junior and Infant School, and some children from the local community. Five staff work with the children, three of whom have early years qualifications at level 3. The breakfast club opens Monday to Friday from 7.30am to 8.45am and the after-school club is open from 3pm until 6pm. Kidzone operates during term time only.

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