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|--------------------------|-----------------|
| <b>Inspection date</b>   | 16 January 2019 |
| Previous inspection date | 23 April 2014   |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | 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

### This provision is good

- Children's emotional needs are well supported and they have secure relationships with staff. Children are confident and display a good sense of belonging. They form good relationships with other children.
- Children are happy, active and keen to take part in a wide range of activities. They choose activities of interest and enjoy and engage in what they do. Children play well together and make friendships across the age groups. Older children demonstrate caring attitudes towards younger children and are positive role models.
- Staff are knowledgeable and passionate about the club. They focus well on developing children's social skills. Children's behaviour is good. All children are polite and respectful of each other. Older children are very mindful of younger ones and make sure they include them in club activities.
- Staff build strong relationships with parents. Parents speak very highly of the club. They appreciate the care staff provide and they know that their children are well cared for. They say that their children are happy and settled and enjoy coming to the club.
- Staff do not always obtain enough information from schools to make sure they can build on what the children are already learning.
- Self-evaluation is not used as well as possible to assess the impact of changes to practice and outcomes to children.

## What the setting needs to do to improve further

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

- obtain more information from schools to enable staff to support children and complement their learning
- strengthen the self-evaluation process and assess the impact of practice more precisely on outcomes for children.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Tina Mason

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand their role and responsibility in protecting children in their care. They have good knowledge of the signs of abuse and neglect, and the procedures they should follow to raise a concern about a child. All staff attend training to ensure they are aware of current child protection legislation. Secure vetting procedures check that all staff are suitable to work with children. Staff complete daily risk assessments to ensure the environment is safe and secure. Staff supervise children well as they escort them from their school to the club. Staff are supported through supervision meetings as a way of improving their performance. The club works closely with parents to share information about children's needs, behaviour and learning.

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

Children arrive happily and quickly settle into the routine of the club. The environment is well organised and provides them with opportunities to play quietly or to be more active. For example, children have the choice to relax and read in the smaller playroom at the back of the hall. This helps to promote their literacy skills. Children display high levels of motivation and engagement as they carry out daily activities. Younger children are supported in acquiring a variety of skills. For instance, children extend their mathematical skills as staff encourage them to measure out the ingredients they need to make play dough. Younger children expand on their communication skills as staff ask questions and provide them with enough time to think and formulate an answer. Children confidently exchange ideas and describe what they are making. Staff praise children for their efforts. This helps to develop their self-confidence.

### Personal development, behaviour and welfare are good

Children develop close relationships with staff. This helps them to settle quickly in the club and fosters their emotional well-being. Children move sensibly around the premises and are supported well through staff's caring, close supervision. Staff listen to children's views and value their opinions. Children quickly become independent as they take responsibility for making their own snacks. They learn about good hygiene routines and how to keep themselves safe. Children have daily opportunities to extend their physical skills. They enjoy team games that help them to learn to cooperate, understand rules and gain good coordination. Children have the opportunity to learn about the wider world. They enjoy exploring the similarities and differences of families and communities beyond their own. Staff praise and encourage children, which builds their confidence and self-esteem, and helps them to develop a positive attitude to learning. They teach children about values and children learn about each other's cultures and languages. For example, staff arrange interesting activities to explore different festivals. Children are respectful and their behaviour is good.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY472529  |
| <b>Local authority</b>                           | Essex   |
| <b>Inspection number</b>                         | 10068886  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Out-of-school day care  |
| <b>Age range of children</b>                     | 4 - 10  |
| <b>Total number of places</b>                    | 20  |
| <b>Number of children on roll</b>                | 60  |
| <b>Name of registered person</b>                 | KidzZone Partnership  |
| <b>Registered person unique reference number</b> | RP907652  |
| <b>Date of previous inspection</b>               | 23 April 2014   |
| <b>Telephone number</b>                          | 07908167502   |

KidzZone registered in 2013. It operates during term times and sessions are from 7.30am to 9am and 3.15pm to 6pm. The provider also operates a holiday club from 7.30am to 6pm. The provider employs two members of childcare staff, both of whom hold appropriate early years qualifications at level 3.

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