

Inspection of Kidzone Longton

Longton Lane CP School, Longton Lane, Rainhill, Prescot, Merseyside L35 8PB

Inspection date: 8 January 2020

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled. They arrive in high spirits ready to learn. Children behave very well. They are kind and caring to each other. They show this when they share toys with their friends. Children engage with the inspector with confidence. They show that they feel safe and secure.

The new manager and her staff team form positive partnerships with parents, carers and other professionals. They identify where children need extra help and act quickly to help them to catch up. Staff share strategies with parents and carers, for example visual representations to support children to learn what comes next in their routines. Staff work closely with other professionals, where required. They follow advice and guidance to help children to achieve targets. For instance, staff use clear and simple explanations. This helps children to build on their understanding skills and follow instructions.

The manager and staff have high expectations for children's future success. For example, they build strong links with local schools. Staff take older children to visit their teacher and classroom so that they become familiar with the new setting. This helps to prepare children for Reception class when the time comes. The manager has received recent praise from the host school. The Reception teacher commented that children leave the pre-school with good levels of development. Some children leave with higher levels of achievement, particularly in their language development.

What does the early years setting do well and what does it need to do better?

- The new manager is an early years teacher. She has ambitious ideas for the pre-school and ensures that the curriculum is well planned. She has worked very hard to raise the quality of teaching to a good level. For example, the manager encourages staff to gain further professional qualifications. This helps staff to develop their knowledge and skills. The manager supports the staff well to build their confidence. Staff are now more self-assured in their own abilities. This has contributed to raising the quality of their teaching to consistently good levels.
- Some staff are highly enthusiastic in their interactions with children. For example, a member of staff arrives at the pre-school dressed up as a character from a favourite film. She sprinkles pretend snow around the room. Children are in absolute awe. They totally believe the real character has come to visit them. Staff provide exciting scientific activities for children. For instance, children experience wonderment when they observe 'magic snow' grow and expand in front of their eyes. They watch how it changes in volume, texture and temperature when added to water. This helps to enthuse children to learn.
- Staff plan activities that build on children's current interests. For example, children thoroughly enjoy mixing shaving foam and flour together to make

pretend snow. Staff encourage them to talk about mathematical concepts of quantity, such as 'a little' and 'a lot'. Other children explore the properties of ice in a tray. They recognise that their warm hands make the ice melt. Staff explain to children how to break larger blocks of ice into smaller pieces. Staff miss some opportunities to help children to think deeply about what they do so that they can try to solve problems for themselves.

- Children form strong bonds with the staff. They are independent and confident in their own abilities. For example, children butter toast at snack times and pour their own drinks. They show good hand-to-eye coordination skills. Staff have high expectations for children's behaviour. They encourage them to use good manners. Children are polite and say 'thank you' to the staff at appropriate times.
- Overall, staff organise whole-group times well, and children are keen to join in. For example, children enjoy hunting for sticks of different shapes and sizes in the woodland area outside. Staff read a story about a character that is a stick to continue children's learning further. Most children engage well with the story. However, staff do not consistently ensure that all children are fully involved throughout the whole of the activity, and some children become distracted. This does not help all children to become deeply engaged in learning activities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff access regular safeguarding training. They know the signs that may indicate a child is at risk of harm. They show a secure understanding of the procedures to follow should they have any concerns about a child's welfare. The manager has rigorous systems in place for the recruitment of new staff. She checks that staff are suitable to work with children. All staff hold current first-aid qualifications. This helps them to respond quickly in the event of any accidents. Children learn about their own safety and regularly practise the fire drill. Staff educate children and parents about the potential dangers when they use technical devices to access the internet.

What does the setting need to do to improve?

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

- provide more ways to help children to deepen their thinking skills and to solve problems for themselves
- organise whole-group activities so that all children remain actively involved to help them to be deeply engaged in learning.

Setting details

Unique reference number	EY356805
Local authority	St Helens
Inspection number	10092942
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 9
Total number of places	24
Number of children on roll	27
Name of registered person	Brobyn, Joy
Registered person unique reference number	RP513822
Telephone number	01514300990
Date of previous inspection	15 January 2019

Information about this early years setting

Kidzone Longton registered in 2007. The setting employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The manager is an early years teacher. The setting opens from Monday to Friday. The pre-school operates during term time, from 9am until 3pm. The out-of-school club operates from 7.45am until 8.45am and 3.15pm until 6pm during term time, and from 8am until 6pm during school holidays. The setting provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Daphne Carr

Inspection activities

- The manager and the inspector completed a walk around the pre-school to discuss the manager's approach to planning and teaching the early years foundation stage curriculum.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The deputy manager and the inspector completed a joint observation together.
- The inspector observed the quality of teaching and the interactions of staff with children during activities indoors and outside. She assessed the impact these have on children's learning.
- The inspector checked evidence of staff's suitability and qualifications.

We carried out this inspection 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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