

Inspection of Zone 4 Kids

Coquet Park First School, The Links, Whitley Bay NE26 1TQ

Inspection date: 6 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are excited to arrive at this warm and friendly setting. They quickly settle in and enjoy the interesting activities that have been planned for them. Parents comment on how much their children enjoy being in the setting. Children enjoy listening to stories and songs. This helps them to develop their speech and new words quickly. Staff act as good role models. They are polite and respectful to each other and to children. As a result, children treat each other with respect and share resources willingly. They are encouraged to take appropriate risks safely. For example, children use narrow balance beams and negotiate a steep incline.

Children benefit from relationships with the wider community. For example, they helped to restore a rocking chair and presented it to a local residential home. This helps children to learn about the wider world. Children visit the nearby beach to learn about the environment around them. They take part in litter collections to learn about caring for their surroundings and develop responsible behaviours for the future. All children progress well in their learning and development. Children with special educational needs and/or disabilities are carefully supported. Staff work effectively to identify and meet children's individual needs. They undertake specialised training to develop and enhance their knowledge of how best to support children.

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

- Staff have a firm understanding of the curriculum. Overall, they skilfully engage with children, providing correct levels of support. Staff know when to interact with children to build on what they already know and can do. For example, they let children share their knowledge about sea anemones, and then step in to expand their knowledge further. Outside, children lead their own learning, and staff support them by enthusiastically joining in.
- Children demonstrate a love of books. They share stories indoors, outside and at the beach. Children bring books over to the staff to share with them. Staff read with great enthusiasm. They speak very clearly using a rich range of vocabulary. Staff link activities to stories, to further support children's communication and language.
- Children develop their independence skills. For example, they enthusiastically serve their own food at lunchtime. Children are helpful as they confidently tidy away what they have been playing with. They develop a secure foundation for their future learning.
- Staff implement effective care practices. Children wash their hands thoroughly before they eat. This supports their physical health and their increasing independence.
- The manager has a vision for the nursery and is making progress in achieving it.

She strives to provide a good early years experience for each child. Staff endeavour to provide opportunities which children would not normally receive. For example, children enjoy outings to a local recycling centre, and benefit from French lessons. Staff morale is high. They say that they are valued and supported. As a result, there is a stable staff team.

- Staff have good relationships with parents. They update parents on their children's progress and share what they have been doing during the day. This supports parents to continue their children's learning at home.
- Overall, the highly committed staff team enhances children's learning opportunities and outcomes. However, on occasions, staff do not organise larger group activities effectively. Children become bored as they have to wait a long time for a turn. For example, an activity based on balancing and then finding rhyming words led to children queueing. As a result, they missed the opportunity to participate because they lost interest due to the wait.
- Children are very well supported in their mathematical development. They understand concepts such as size and weight, and make comparisons between the objects which they are playing with. Staff skilfully question children about position, numbers and quantities. Children explore their mathematical understanding through experiments. For example, they independently calculate where to place a box so it will catch cars coming down a ramp.
- Staff follow children's lead and encourage them to problem-solve and experiment. Children show high levels of perseverance. For example, in the garden, they repeatedly rebuild car ramps until they find a way to make them secure.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a comprehensive understanding of safeguarding. They understand their roles and responsibilities to keep children safe. Staff have a secure knowledge of the possible signs that a child may be at risk of harm. They know the correct procedures to follow if they have concerns. Staff know what to do if they are concerned about the conduct of a colleague. They are up to date with safeguarding training and paediatric first-aid training. Safer recruitment checks are conducted to ensure the suitability of staff working with children.

What does the setting need to do to improve?

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

- review the organisation of larger group activities to ensure that all children remain fully engaged and interested in their learning.

Setting details

Unique reference number	EY275725
Local authority	North Tyneside
Inspection number	10229326
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 9
Total number of places	48
Number of children on roll	122
Name of registered person	Tynemouth Nursery Group Limited
Registered person unique reference number	RP521965
Telephone number	0191 2581662
Date of previous inspection	20 October 2016

Information about this early years setting

Zone 4 Kids registered in 2003 and is situated within Coquet Park First School, Whitley Bay. The setting employs six members of childcare staff. Of these, one holds early years teacher status, two have level 3 qualifications and two have level 2 qualifications. The setting operates during term time from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Bell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to staff about their roles and responsibilities, and how they support children's learning.
- A joint observation of an activity was conducted by the inspector and the manager, and discussions were held about children's learning.
- The inspector viewed a range of documentation, such as evidence of staff's suitability and paediatric first-aid qualifications. The inspector also scrutinised the complaints folder, risk assessments and staff's records.
- Parents shared their views of the setting with the inspector.
- The inspector conducted a learning walk with the manager of the setting.
- The inspector observed the interactions between staff and children, and assessed the impact that this was having on the children's learning.

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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