

# Kid-Zone Eccleston Lane Ends

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY356804
<b>Inspection date</b>	29 August 2007
<b>Inspector</b>	Chris Scully
<b>Setting Address</b>	Eccleston Lane Ends Primary School, Albany Avenue, Eccleston Park, PRESCOT, Merseyside, L34 2QN
<b>Telephone number</b>	07867998070
<b>E-mail</b>	brobsco@blueyonder.co.uk
<b>Registered person</b>	Joy Brobyn
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Kid-Zone Eccleston Lane Ends opened in 2007. It is one of two settings owned and managed by a private provider. The setting operates from Eccleston Lane Ends Primary School in Eccleston near St Helens. The setting has use of the community room, medical room, junior hall and outdoor play areas. A maximum of 32 children may attend at any one time. The setting operates Monday to Friday during holiday periods from 08.00 till 18.00.

There are currently 100 children aged from three to eight years on roll. The setting also provides care for 25 children over eight years. The setting supports children with learning difficulties or disabilities.

There are six staff employed to work directly with the children. Of these, five staff hold appropriate early years qualifications. The setting receives support from St Helens Sure Start.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children are cared for in a clean, hygienic and well maintained environment. They understand the need for good hygiene practices as they consistently wash their hands before meals. Children confidently see to their own personal needs, such as independently going to the bathroom. Staff ask have they washed their hands after going to the toilet and are usually presented with a clean pair of hands by the children. This demonstrates that the children have a good understanding of the need for good personal hygiene. Good systems are in place to protect children from the effects of sun damage. This means children do not play outdoors during the hottest part of the day and are encouraged to wear sun cream and hats.

A number of staff are trained in first aid, which means children receive good care and support should they have an accident at the setting. This was demonstrated by the effective action taken to support a child who became unwell at the setting. A detailed sick child policy means children are cared for as far as possible in a hygienic environment, which reduces the potential risk of cross infection to children. Children have daily opportunities to test and explore their physical skills. They are enthusiastic when playing games, such as football or basketball and demonstrate good levels of skill. Others are keen to engage the staff in their play by encouraging them to turn the skipping rope and use the hoops. Children have many opportunities to test their smaller skills when taking part in art or craft activities, for example, decorating candles or making window decorations.

All children receive a healthy and nutritious diet. Parents are asked to provide a healthy packed lunch for their child and are provided with some guidance on this by the setting. Staff are very aware of the individual needs of the children attending and ensure their dietary needs are met well. A range of healthy breakfast options are provided, which include a range of cereals, yoghurts, toast, spreads and choice of drinks. Children are encouraged to select their preferred option and are encouraged to pour their milk on to cereals and select the spread for their toast. Children are offered a good choice at snack time from the prepared menu, this successfully fosters the children's independence. Children enjoy a relaxed social occasion at mealtimes as they happily sit with their friends and staff. Topic work on healthy eating and the importance of exercise helps the children to develop positive attitudes to living a healthier lifestyle. All children have independent access to fresh drinking water in order to keep themselves refreshed.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a warm, welcoming environment. Areas are very well organised to meet the needs of the children attending. This means children are able to move freely and confidently between the different play areas. Staff have effectively identified areas for children to use games consoles, which require sufficient space for the children to take part in the physical aspects of the games, such as running a race. This means the children not only gain maximum enjoyment from the activity, but it also effectively supports their physical development and control. Children are confident in their surroundings; they happily select their resources and choose where to play. This means they are consistently engaged in purposeful and fun play activities. Children's art work is displayed well around the setting, which supports the children's sense of belonging and enables them to take pride in their work. Children have access to a wide

range of interesting, fun, well maintained toys and resources, which actively engaged their interests. There are some resources available to children, which depict positive images.

Visual checks are carried out each day, which means staff are able to identify risks and minimise them, such as ensuring all external gates are closed when children play outdoors. However, there are no formal risk assessments in place for the setting. This means some risks have not been fully identified and assessed, such as the use of the toaster, this poses a risk to children's safety. Having said that, the setting has put into place several policies to ensure children's safety, for example, implementing rules for using the bouncy castle. All visitors are required to sign in and out of the building. Staff are aware of all other persons on site, such as teaching staff, which enables them to maintain the children's safety. The effective use of close circuit television on the main entrance and intercom systems enable staff to identify callers to the setting before allowing them access. This minimises the risk to children from unwelcome visitors. Children have a clear understanding of how to keep themselves safe, for example, they inform visitors that they do not run indoors as this is not safe. Fire evacuation procedures are in place, however, the setting has not carried out a fire drill with the children, which hinders their ability to evacuate quickly in an emergency. Good systems are in place for reviewing accidents at the setting and how they may be prevented in the future. For example, following an accident around a piece of equipment staff reminded children not to run in this area. In taking this action staff reduced the risk of further injuries to children.

Staff have a clear understanding of child protection issues. They are aware to inform the nominated person of any concerns they may have about a child in order for the appropriate action to be taken. This is supported by the child protection policy, guidance from the Local Safeguarding Children Board flowchart and booklet 'What To Do if You Think A Child Is Being Abused - Summary'. A number of staff have undertaken child protection training in order to enhance their understanding of this subject. Appropriate systems are in place should an allegation be made against a member of staff. This means children are suitably protected from harm.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are very happy and settled at the setting. They thoroughly enjoy the company of the staff and eagerly encourage them to join in the fun. This friendship is effectively promoted by the positive relationships the staff build with the children. Staff spend considerable amounts of time talking, listening and interacting with the children. This successfully fosters their self-esteem and sense of belonging. Children are consistently engaged in a range of interesting self-chosen age appropriate activities. Their choice of activities is significantly enhanced by the good selection of planned activities, which are available on a daily basis. Again staff actively encourage the children to change the planned activities if they so wish, which significantly enhances the children's self-esteem. Children are complementary about the staff as they explain they are 'great and really fun'.

Children have a good relationship with their peers and have made firm friends at the setting and often call to one another to join in the fun. Older children are supportive of others and provide good support to younger children. They provide guidance as to how to complete the levels on games consoles and cheer others on as they achieve their goals. Children are very familiar with the daily routines, which provide ample opportunities for children to have quiet periods during the day as well as active periods of play. Children enjoy a wide range of art and craft activities, such as mask making and decorating candles. They are keen to show visitors

the cards and posters they have created on the computer using a graphics programme. They are proud of their achievements and eagerly tell visitors about how they created their designs and who the candle is for. Children are keen to tell visitors that, 'it's great here and we have loads of fun!'. This is supported by the staff who comment that some children do not want to go home at the end of the day.

### **Helping children make a positive contribution**

The provision is good.

Children's individual needs and circumstances are known and are effectively supported by the staff. This is supported by the positive relationships staff build with the parents. Children are valued and respected by staff, who listen intently to what the children have to say. They value their ideas and input into the setting, such as making decisions about the snack menus. This respect is reciprocated by the children who are equally respectful of the staff. All children are fully included in all of the activities provided and are well supported by staff. Children learn about their local community and the wider world through topic work and discussions with staff. This means children are developing positive attitudes to others.

Children are well behaved and respond well to the staff's requests. They enjoy undertaking small jobs, such as helping to clear away after mealtimes or carrying equipment outdoors. Children are polite to staff, their peers and use manners well. They value the importance of taking turns and have a good understanding of the setting's rules, for example, who is next on the list for the games console. Clear and consistent boundaries enable children to know what is expected of them. Minor incidents are handled consistently by staff who give clear explanations as to why something is not acceptable. These discussions effectively support the children's perception of right and wrong. This enables them to resolve disagreements and identify potential consequences to their actions. Good care and support is provided to children with disabilities. Children are fully included in all of the activities provided and enjoy their time at the setting. Staff use information from the children's parents and other agencies well to ensure they receive the good care and attention.

Staff build positive relationships with the parents. All parents receive clear written information about the setting, which enables them to understand the type of care their child can expect to receive. This is supported by the range of information displayed around the setting and the openness of the staff to discuss issues with them. Staff state it is important that parents are informed about what is happening at the setting. Effective systems are in place for handling any concerns the parents may have. Parents spoken to state they are very happy with the care their children receive and remark that it is 'brilliant' and that 'children love coming here'.

### **Organisation**

The organisation is satisfactory.

Children are cared for by qualified and experienced staff. Staff files are in place, however, they do not include the actual reference number for the staff's Criminal Records Bureau check; some certificates are missing, such as qualifications and first aid. Induction systems are in place, although documentation is not available for all staff in relation to this being carried out. Effective systems are in place to provide cover during staff absences by other staff that are known to the children. This provides consistency for the children. Staff attend a range of training courses, which support and enhance their existing knowledge and skills. These include first aid, food hygiene and child protection.

Policies and procedures which contribute to the health, safety and welfare of the children are in place, with the exception of a formalised risk assessment. Records are in place and are generally well maintained. Although, confidentiality is not always maintained within the accident record. Children and staff's attendance is accurately recorded. Most consents are in place with the exception of some for the seeking of emergency medical advice or treatment as there are currently two formats in place for this. Children are well supported in their activities by staff and develop positive relationships with them.

Overall, the provision meets the needs of the range of the children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- formalise the risk assessment of the premises and review this if there are any significant changes and ensure fire drills are carried out on a regular basis
- revise the staff files to ensure they contain all the required information, including training certificates, criminal records checks and information relating to induction systems and ensure all consents are obtained for the seeking of any emergency medical advice or treatment.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)