

Kidzone

Inspection report for early years provision

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EY288789

Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Kidzone Out of School Club is one of two settings run by the same provider. It opened in 2004 and operates from two rooms in a mobile building in the grounds of Winnington Park County Primary School in Northwich. Children have access to an enclosed outside play area around their building and further use of the extensive school grounds. The club opens each weekday during term time from 7.45am to 8.50am and 3pm to 6pm, and each weekday during school holidays from 8.30am to 6pm.

It is registered to care for a maximum of 48 children under 8 years of age at any one time. There are currently 105 children on roll. Of these, 14 are in the early years age range. The setting currently supports children with disabilities and special education needs. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The setting employs six members of staff, all of whom hold appropriate child care qualifications. Five have National Vocational Qualifications at level 3 and one has a level 2. The setting receives support from a Community Advisory Teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are safeguarded and their welfare requirements are superbly met. They are valued as unique individuals and they make excellent progress within their individual learning. The setting offers a totally inclusive environment where families are valued. The setting's stimulating and challenging environment enables children to develop independent, active learning as they have fun. The recommendation from the last inspection has been addressed. Excellent self-evaluation is in place and partnership working is very good so the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the provision to enrich children's experiences in the outside play area.

The effectiveness of leadership and management of the early years provision

Safeguarding is prioritised throughout the provision. Staff have been appropriately vetted to determine their suitability to work with children and they are familiar with the procedures to follow should any child protection concerns arise. Management fully supports staff to ensure good outcomes for children in their learning and

development. Staff are deployed effectively and work well as a team. They understand their roles and responsibilities and help children to manage risk. For example, regular evacuation practices teach children how to stay safe in emergencies while thorough risk assessments offer further protection. The provision's comprehensive policies and procedures are reviewed on a regular basis. They are readily available, effective and inclusive.

The management and staff are committed to providing the best possible care and education for children. Management responds positively to change and new initiatives are welcomed. Highly effective self-evaluation identifies areas for improvement, such as the outdoor area, which the group wish to develop so that children can plant and grow things. Areas and resources are well organised and used extremely effectively. All staff are highly qualified, experienced and fully committed to further training. They strive to provide an inclusive and welcoming service and work effectively as a team.

Partnership with parents and carers is excellent. Parents value the friendly, informal relationships they share with staff and feel involved and included in the provision. Parents and carers are welcomed into the setting to discuss their child's progress. They make very positive comments about the safe environment and the excellent interaction between staff and children. Staff have similarly strong links with the nursery, local schools and other providers within the Early Years Foundation Stage.

The quality and standards of the early years provision and outcomes for children

Children are cared for in warm, welcoming, secure indoor and outdoor environments. They engage in activities in a highly innovative, planned and organised environment, which is conducive to their learning and development. The playrooms are well set out and prepared prior to the children's arrival. This provides an excellent context in which children enjoy highly enjoyable activities and opportunities, which are complemented by a range of very good quality resources and equipment. Resources support a programme of themes, such as, national fire safety week, when the children engaged in a variety of activities like making fire helmets and drawing pictures of fire engines. The ample indoor space is effectively designed to provide children with good levels of developmentally appropriate challenge. Children are involved in the planning of activities and their requests are added to the weekly planning sheets. Planning covers all areas of learning and is based on children's individual starting points and abilities. Staff gather this information through ongoing observation and assessment.

Children use a wide range of tools to draw and write letters. They use language well as they talk about events in their lives and places they have visited and enjoy looking at books and discussing them with their friends. This supports their literacy development. They have a good understanding of numbers, demonstrated when they count various items during everyday play and match items in table top games. This instigates conversations between children about similarities and differences. They initiate their own play and use their imagination well, exemplified

when children in different age groups re-enact school experiences during role play. They have fun outdoors playing imaginatively in the sand or enjoying a game of football. Children select resources which support their understanding of other cultures and disabilities. For example, they look at the globe to find out where other countries are, increasing their awareness of diversity and the wider world. As well as this, they learn about sustainability when they talk about the local environment and use recycled materials in art and craft activities.

Children's health and welfare requirements are met very well. They enjoy snacks during the session and have constant access to drinks. They have daily opportunities to use their physical skills in very well equipped outdoor play areas that enable them to climb and balance. Good hygiene routines are encouraged and any sickness or injuries are managed well. Appropriate praise and attention from the staff ensures children behave well and they learn to respect each other and the environment. All children are included in all games and activities and each individual is made to feel special. These highly positive collective experiences help children to achieve future success.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met