

Jozone Kids Club Limited (Chadsmead)

Inspection report for early years provision

Unique reference number EY420856
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Inspector Jennifer Turner

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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

Jozone Kids Club Limited was registered in 2011. It operates from Chadsmead Primary School in Lichfield. The Kids Club serves children who attend the school. There is a fully-enclosed area available for outdoor play.

The club opens Monday to Friday during school term times. Sessions are from 7.30am until 9am and 3.15pm until 6pm. Children are able to attend for a variety of sessions.

A maximum of 29 children may attend at any one time. The club also offers care to children aged over five years. The club is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register.

The club employs 5 members of childcare staff. Of these, all hold appropriate early years qualifications. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have opportunities to engage in a variety of age-appropriate activities that are enjoyed in a relaxed atmosphere after the rigour of the school day. Staff offer a welcoming and inclusive provision where children are valued as individuals and their welfare is very well promoted. Partnership with parents and teachers is good. Planning for children in the Early Years Foundation Stage is effective along with assessments which clearly identify where children are in their development, and next steps in their progress. The club demonstrates its capacity to improve well and systems for self-evaluation are fully implemented.

What steps need to be taken to improve provision further?

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

- develop systems to involve parents in practical ways to support their child's learning and development
- expand the range resources that help children become aware of, explore and question differences, particularly with regard to special educational needs and disability issues.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded because staff have a clear understanding of how to recognise signs of abuse or neglect and know what to do to protect children. They have all attended relevant training. The policy is clear and is shared with parents to ensure they are aware of the setting's duty to report concerns. There

are effective procedures in place to ensure that adults having access to children are suitable to do so, because all staff are vetted and details of disclosures for all staff are held. Written risk assessments of the indoor and outdoor environment are maintained to ensure that these areas remain safe.

The staff effectively plan the day around the needs of the children, taking into account their individual choices and preferences. Staff spend their time engaging with the children, constructing a model Tardis or dancing to pop music with the interactive consoles. There are a good range of resources promoting all areas of learning which are organised well, and there are regular opportunities created for children to access them. The staff are committed to promoting equality and diversity and they ensure no child is excluded. They plan activities to encourage children to learn about their own and other cultures. Children celebrated festivals and events throughout the year and during Chinese New Year they enjoyed the food tasting sessions and using chopsticks. They have access to some resources to promote awareness of cultural diversity, however, there are insufficient resources around disability, which means children are not fully able to explore or question issues around this aspect.

The setting has developed generally good systems for joint-working with parents to support children's inclusion. Daily discussions keep parents well informed about their child's day within the setting, including routines, care and activities children have been involved in. Parents are aware that they can see children's profiles detailing their progress within the setting and they have opportunity to make comments. However, parents are not sufficiently encouraged to support their child's learning and development in practical ways. Parents evenings, newsletters and questionnaires are all systems that support consultation with parents. Parents say that they find the staff friendly and welcoming and that their children are happy to attend and often do not want to go home. The setting has also established systems for working in partnership with the children's teachers. They share information about activities and children's progress through the use of a daily diary sheet.

The management review the provision consistently and staff, parents and children contribute to this self-evaluation process. Staff evaluate their practice regularly and children are constantly asked to express their opinions about the activities they want during their consultation meetings. The self-evaluation form clearly outlines the setting's strengths, whilst acknowledging room for improvement, particularly within the outdoor play area.

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

Children have lots of opportunities to make good progress across all areas of learning and development. They are encouraged to participate in a range of planned and spontaneous activities that take place daily. The daily routine is flexible to allow children to pursue their own interests. As a result, children are motivated and interested to learn. The playroom is bright and interesting, with

children's own artwork, rules and choices of activities displayed on the walls. Staff plan purposeful activities which reflect a range of learning opportunities covering all six areas of learning, and children benefit from a balance of adult-led and child-initiated activities.

Children have opportunities to write and to make marks. They access the chalk board and writing materials as they draw and paint their favourite pictures. Children communicate their ideas through freely using their imagination and using role play resources. For example, children thoroughly enjoy entering the world of fantasy play with their friends. They dress up and enjoy working together to build the time machine. They develop their creativity through a varied range of arts and crafts activities and through using music and dance. They thoroughly enjoy the dance sessions on the interactive console and using the computer to research and complete their homework.

Children behave in ways that are safe for themselves and others and are developing an understanding of dangers and how to stay safe as they regularly practise fire drills and know how to cross the road safely. Children are gaining an understanding of healthy eating due to activities, such as making fresh fruit salads and the provision of healthy snacks such as raisins, fruits or making their own milk shakes. Their dietary requirements are addressed and a choice of water or juices is freely available at all times. Children also gain an understanding of self-care and healthy lifestyle as they take part in regular daily routines of hand washing before eating and after toileting. Daily, they have access to the outdoor play area and the school's adventure playground where they are able to use large equipment to climb and balance.

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	2
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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

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	2
The extent to which children feel safe	2
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