

Kid-Zone Eccleston Lane Ends

Inspection report for early years provision

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Inspector	Frank Kelly

Setting address	Eccleston Lane Ends Primary School, Albany Avenue, Eccleston Park, PRESCOT, Merseyside, L34 2QN
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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).

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

Kid-Zone Eccleston Lane Ends has been registered since 2007 and is one of four settings operated by an individual. It is based in the community room, medical room, junior hall and outdoor play areas of Eccleston Lane Ends Primary School in Eccleston near St. Helens. The setting operates Monday to Friday from 8am to 6pm, during school holiday periods with the exception of Christmas.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 32 children under eight years at any one time. Of whom, no more than 32 may be in the early years age range. The setting currently has 44 children on roll, of whom, four are in the early years age range and 29 are aged between five and eight years. The setting is also registered to offer care to children aged over eight years and is registered by Ofsted on the voluntary part of the Childcare Register. There are 11 children on roll within this age range. The setting supports a number of children with special educational needs and/or disabilities.

The setting currently employs nine staff to work with the children. Of these, eight hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The enthusiastic management of this setting have ensured that this is a happy, relaxed and safe place for children to be. The staff team support children's learning and development in a fun and lively way. Partnership working with parents is strong and the systems for working in extended partnerships are well established and implemented. Thus, the sharing of information is being used effectively to promote and plan inclusive care that addresses each child's unique needs. Regulatory documentation is efficiently organised and in most instances is held as required. Formal self-evaluation is still in the early stages, however, the management confidently convey their commitment to improving the service and building on the outcomes for the children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure that information about who has legal contact with the child; and who has parental responsibility for the child, is obtained in advance of being admitted to the provision (Safeguarding and welfare).

02/08/2011

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

- develop the activity planning to enhance the opportunities for the children to predict and problem solve
- formalise the self-evaluation and quality improvement processes, so as to act as an internal system of review and record keeping that reflects the practice that takes place.

The effectiveness of leadership and management of the early years provision

The management has placed a high priority on safeguarding the children. It implements an efficient and robust recruitment and selection procedure which is reflective of the recommended guidance. Thus, ensuring that the adults caring for children are suitably vetted and have the relevant integrity, skills and experience. A well-structured induction and core training programme ensures that the staff are fully conversant with the potential signs and indicators of possible abuse and how to report such concerns in line with the Local Safeguarding Children's Board guidelines. Thus, all staff are extremely confident with and discuss the procedures with confidence and accuracy.

Children's safety and welfare is further promoted through the efficient organisation and management of the provision before it commences operation. The setting acts as a centralised holiday provision for the owners three term time clubs. Consequently children are familiar with many of the staff, which helps to promote their sense of feeling safe. Staff in practise work harmoniously and implement the company's policies and procedures with consistency. The premises are kept clean and tidy and children are well supervised at all times. Risk assessment is effectively linked to the safety procedures providing staff with simple but effective additional guidance. A daily check list is completed and staff continue to undertake regular checks throughout the day. Staff deployment is good and supports the children well. For example, they work in pairs when the children split into groups throughout the building, which allows for younger children to be assisted and the older children to remain suitably supervised without disrupting their play or comfort.

The premises and maintenance of fire fighting equipment, electrical appliances and systems is undertaken by the school. Fire evacuation procedures are practised within the first week to ensure children gain an awareness and familiarity with what to do in an emergency. The setting's management demonstrates commitment to improve the quality of the provision. Policies and procedures are regularly updated and parents and children are invited to share their views. All recommendations from the last inspection have been met, with records of staff recruitment now clearly charted and fire safety procedures practised with a greater frequency. The owner is responsive to feedback from other agencies, such as the environmental health officer, implementing suggestions for improvement immediately and efficiently. However, the lack of formal self-evaluation means that such good practise is not always recorded and, therefore, does not always show the good progression as discussed by the management.

However, the children enter an attractive and pleasing environment which is further made welcoming by the warmth of the staffs' greetings and interactions. Staff are responsive to children's needs. For instance, younger children who did not want to join their peers on the first lunch time sitting were allowed to continue their play and older children who were hungry were welcomed to join the early sitting. Resources are presented in attractive and inviting manner which is conducive to children's play, pleasure and learning. For example, a role play 'travel agents' is helping extend children's learning about their wider world. The careful organisation means aspects of the play appeal to a wide age range of the children. Staff have taken steps to create an inclusive environment, such as ensuring that welcome notices are displayed in a variety of languages and there is a suitable range of toys, books and other visual imagery that is representative of the diversity within today's society.

Partnerships with parents are good. Information and meetings about the children's progress and learning are held before children start and information is shared verbally on a daily basis. However, details about who has parental responsibility for and legal contact with a child, are not held for those children who started before the recently revised registration forms were introduced. This is a regulatory requirement and the management have agreed to address this immediately. The provision and systems in place for supporting children who have special educational needs and/or disabilities is effectively implemented and fully reflects the ethos of interagency working.

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

The outcomes for children are promoted very well at this setting. The emotionally supportive environment created by the enthusiastic and gently natured staff team, means that children are very secure and happy. Well-organised daily routines, attentive staff and a 'buddy system' means that children are well supported when they start. For example, whilst outdoors, staff keep a watchful eye from a distance, on the new children. They approach them if they appear unsure about what to do and invite them to join in group activities. They do this sensitively and recognise the children's needs to explore their environment independently if they wish. Older children demonstrate confidence in their environment, eager to ask questions and make requests. Their security in the presence of familiar staff allows them to follow their curiosity and engage visitors into discussions about why they are present in the setting. Daily routines promote good hygiene practices. Activities about healthy eating and lots of vigorous exercise, such as playing football, tennis and sliding and jumping on the bouncy castle promote the children's healthy lifestyles. Children are very well behaved and polite at this setting. The staff present the children with extremely good role models and their high expectations of how children should interact with each other and conduct themselves is evidenced by the way children behave. For example, they self-regulate their turns on the computer and older children are welcoming to the younger children.

Staff support children's learning and understanding by ensuring that the play

environment provides children with activities that span all six areas of learning. For example, the children play with the dolls, making up stories as they act out their play. They develop their physical dexterity as they dress the dolls, mastering the smaller buttons and styling the dolls hair. The role play 'travel agents' provides a wealth of opportunities to represent the use of technology, mark make for a purpose and explore the concepts of money and numbers. For example, staff join in the play and encourage the children to book them a holiday in Australia. The play environment is further enhanced by staff interactions with parents before children start so they can plan activities linked to the children's interests. They conduct observations of children which they use to plan future observations. Records of the children's achievements and participation are shared with parents at the end of each holiday scheme.

Staff know the children well and support their learning using their interest. For example, some children show a keen interest in numbers and counting. They eagerly count fingers that adults hold up and independently count the markings on the playground. Staff invite children to play games that involve the use of dice and help them calculate. They talk about the number 12 having a 'one and two'. This helps the children use their current knowledge to locate the number. Staff plan some activities, such as treasure hunts to further promote the children's problem solving. However, they are not currently doing this on a regular basis. However, children are enthusiastic participants in the activities available as they explore a range of art and craft media, they play games with their friends and develop their social skills that help them establish extended friendships with children from other schools. Consequently, children enjoy an environment which effectively fosters their skills for their future learning.

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