

Kidzone

Mobile Building, Winnington Park CP School, Firdale Road, WINNINGTON, Northwich, CW8 4AZ

Inspection date	11/12/2013
Previous inspection date	07/10/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children have consistency and continuity as there are very effective partnerships between the club, school and parents and carers. Parents and carers have a high degree of trust in the staff of the club.
- The leadership and management of the club is very good and as a result staff fully understand their teaching responsibilities in relation to helping children learn and develop.
- Children are very happy, confident and motivated to learn. They feel safe and show very high levels of independence. Children develop strong relationships with the staff who care for them.
- Children's communication and language development is supported particularly well.

It is not yet outstanding because

- The good educational provision does not consistently provide opportunities to enrich children's knowledge of features or people in their local community.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in both playrooms and outside.
- The inspector had a meeting with the manager of the club and undertook a joint observation with her.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of adults working in the setting and a range of other documentation, including monitoring and review plans.
- The inspector took into account the views of parents and children spoken to on the day.

Inspector

Sheila Riddall-Leech

Full report

Information about the setting

Kidzone Out of School Club was registered in 2004 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It 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 serves the local area and is accessible to all children.

The club employs six members of childcare staff. Of these, five hold appropriate childcare qualifications at level 3 or above. It is open Monday to Friday, during term time. Sessions are from 7.45am to 8.50am and 3pm to 6pm. The club is also open each weekday during school holidays from 8.30am to 6pm. Children attend for a variety of sessions. There are currently 19 children attending who are in the early years age group.

What the setting needs to do to improve further

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

- enrich children's experiences and knowledge of people and features of their local community, for example, by inviting visitors to the setting, such as community support officers.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Teaching is good. Staff support children very well and use child-initiated activities to extend their thinking, interests and learning. For example, staff and children have purposeful conversations about making a puppet theatre. As a result, children are actively engaged in their learning. Effective questioning, meaningful conversations and clear support enables children to develop their knowledge when independently playing and investigating. For example staff and children talk about puppets, watching shows and different costumes. Many children are involved in plays and productions at their schools and they enthusiastically and confidently talk about their roles. As a result, children's communication and language is supported particularly well.

Staff show a genuine interest in children's play and interactions and as a result, relationships between children and staff are very warm and strong. Children are very happy, confident and have high levels of independence. They are active and motivated learners. They freely engage in many independently selected activities, which they sustain for long periods of time. For example, children begin to make a puppet theatre at the beginning of the session and continue this play throughout their time at the club. Staff

appropriately challenge children to develop their skills and extend their learning. For example, during a child initiated football activity, staff encourage the children to move more quickly and play as a team while at the same time maintaining their safety. Staff recognise children's progress and fully understand their needs and interests. Children are fully involved in the planning of all activities. As a result, the activities stimulate and help develop children's concentration skills. Learning journey records for all children in the early years age group are started as the child begins attending the club. Frequent observations of children are carried out, recorded and cross referenced to the areas of learning. These are supported by digital photographs and examples of children's work. The learning journey provides a delightful reference to share with parents.

Kidzone operates from two mobile rooms on a feeder school site. These provide good, large spaces, both indoors and outside, for children to explore, move and develop their physical skills, independence levels and confidence. Strong partnership with the school enable the club to access the outdoor play areas, such as playing fields, in addition to their own astro turf area. This offers scope for many different activities to develop children's skills and learning, across all ages. However, there is scope to enrich children's knowledge of their local community by inviting visitors to the club, such as community support officers. Parents are welcomed into the club by the staff and have frequent exchanges of information. There is a very good range of quality resources available for the children. As a result, children engage in a wide range of self-chosen activities which interest and motivate them.

The contribution of the early years provision to the well-being of children

Children's personal, social and emotional development is very effectively supported within the club. This enables children to form very strong relationships with their peers, older children and the staff. A good key person system is in place, but all of the staff know the children very well. As a result, children show a real sense of belonging, they feel safe and have a strong, developed sense of trust. Behaviour in the club is good overall; occasions when children become over-excited are checked and children respond to instructions and directions well. Staff are positive role models for the children. They treat them with respect and care. Boundaries within the club are sensitively reinforced, which ensures that children are safe and well cared for. Children's understanding of safety issues is demonstrated well through their play. For example, children tidy away resources and pick up dropped play items without being asked.

Staff ensure a clean and organised environment and give children time to develop their own play activities, at their own pace. Staff support children well to develop good hygiene practices to prevent the spread of infection. For example, children respond well when asked to wash their hands before snack. Children are provided with breakfast and an evening snack, both of which are prepared on site. These are healthy, balanced and nutritious. Drinking water is freely available. All children are fully independent in their personal hygiene routines. Both the outside areas and the indoor play environment give children abundant spaces to move around freely and develop physical skills.

Staff work very well as a team and share information about children's care needs and

interests. There is consistency and continuity of care between the club and the school and as a result, parents are well informed about their child's needs. Staff ensure that they tailor the children's care according to their needs and ages, and place good emphasis on getting to know children's preference and interests. As a result, children are involved, active and motivated by the interesting opportunities and experiences available to them. Children's transitions between the club and the school are very well supported, as some staff work within the school during the day time and know the children very well.

The effectiveness of the leadership and management of the early years provision

There are rigorous and clearly written policies and procedures in place to ensure the safeguarding and welfare of children. These are implemented effectively to ensure children's safety and welfare. All staff know and understand their roles and responsibilities in relation to safeguarding children. There are also effective recruitment, vetting and induction procedures in place to ensure that adults caring for children are suitable. All the required policies and procedures, including risk assessments and emergency evacuation practices, are in place. These have been reviewed recently.

All staff have relevant and appropriate early years qualifications and can access training opportunities through the local authority and online. Some staff are also undertaking playwork qualifications to enhance to the educational provision offered to the children. All staff show a very strong commitment to the care and well-being of all children. They are very effectively managed by the owner of the club. As a result, staff support and extend children's learning and thinking well, through meaningful conversations and interactions. For example, staff praise children's efforts when trying to cut card with words such as, 'brilliant' and 'superb' instead of 'good' which helps to develop children's vocabularies. There is a very effective team work and staff all have clear roles and responsibilities. Staff performance is effectively monitored through an appraisal system, staff meetings and very frequent and informal discussions. The staff have a very good overview of the educational programme and ensure that the positive environment and positive teaching methods contribute to children's learning and play experiences. There are clear and achievable improvement plans in place, which are accurate, realistic and challenging. These are developed through discussions with staff and children and parents' questionnaires. Plans include developing the observation and monitoring of children's progress to include the characteristics of effective teaching and learning. Recommendations from the last inspection have been met in full. For example, the outdoor area now offers many good opportunities for children to develop their skills and enrich their experiences. This demonstrates a strong capacity for further improvement.

Discussions with available parents and carers on the day of the inspection indicate that they are highly satisfied with the service provided by the club. Parents are well informed about the club through an informative notice board and approachable and friendly staff. Frequent discussions with staff enable information to be shared about children's activities. Partnerships with the feeder schools are strong and effective. As a result, children develop confidence and are emotionally well supported in the club as they prepare for the next

stages in their learning. Activities in the wider environment, such as nature trails, effectively extend the learning opportunities for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY288789
Local authority	Cheshire West and Chester
Inspection number	861318
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	48
Number of children on roll	116
Name of provider	Little Angels (Cheshire) Ltd
Date of previous inspection	07/10/2010
Telephone number	01606 872101

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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