

Lyndon Kidzone

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Lyndon Kidzone opened in 2012. It is privately run and operates from Lyndon Green Primary School in Birmingham. The club mainly runs in the junior school and consists of the main hall, dining room, the library and a smaller room with kitchen facilities. The club also has access to two main areas in the infant school. There is a fully enclosed play area available for outdoor play and the school has disabled access. The club serves the local area and has good links with the school.

A maximum of 32 children from two years to under eight years may attend the club at any one time. The setting also offers care to children aged over eight-years-old. The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 37 children on roll.

The club opens five days a week during the school term time from 7.30am to 8.50am and from 3.20pm to 6pm. The club also runs a play scheme in the school holidays from 9am to 4pm. Children are able to attend for a variety of sessions. Three practitioners are employed to work directly with the children; two of whom hold full and relevant childcare qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are provided with suitable levels of care and make satisfactory progress in their learning and development. The needs of all children are met and their welfare is promoted. Children are supported to participate in the activities offered, which are mostly planned using information about their current interests, skills and stages of development. Practitioners are competent and experienced, however, training opportunities are not yet fully exploited. Although, the process for self-evaluation is in its infancy, the manager demonstrates a positive approach towards continuous improvement.

What steps need to be taken to improve provision further?

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

- observe children to decide where they are in their learning and development and to plan what to do
- support practitioners to further raise their skills and qualification levels
- use the Ofsted self-evaluation form and quality improvement processes as the basis of ongoing internal review.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as practitioners know and understand child protection issues and procedures. There is a named practitioner responsible for safeguarding children issues and all other practitioners have undertaken relevant training. Appropriate employment procedures are in place and staff ratios are met at all times. All policies and procedures required for the safe and efficient management of the provision are maintained. Practitioners conduct effective risk assessments and regular safety checks. Also all members of staff are responsible for managing and eliminating risks. Children play and learn in a safe, secure and supportive environment and benefit from appropriate levels of supervision and individual attention. Children show an awareness of how to keep themselves safe.

The manager promotes a whole team approach and practitioners are friendly and welcoming. Practitioners have ample opportunities to discuss practice and they work collaboratively to share knowledge, question practice and test new ideas. Owing to the fact that the provision is newly established, training opportunities have not yet been fully exploited. The manager is keen to encourage a culture of on-going professional development, in order to raise standards and improve outcomes. Children benefit as practitioners work as a happy, close team and morale is high. Practitioners are well-deployed and they make creative use of space within the provision. Resources are managed and used well and are easily accessible to children. The environment is child-friendly and interesting.

The atmosphere is warm and accepting. Children develop competence in communicating through frequent, enjoyable interactions with the adults, who care for them. A written equal opportunities policy reflects the provision's commitment to upholding the individuality of each child. Children learn about diversity and the differences in society through the celebration of special events and discussions about how we are all unique. Practitioners act as positive role models and effectively meet the needs of each child in their care, responding sensitively to their feelings, ideas and behaviour. The manager displays a positive approach towards continuous improvement. However, self-evaluation systems are in their infancy and are, therefore, not as fully promoted as they could be.

Children benefit from continuity of care as the setting works in partnership with parents and others. Parents receive useful information about the provision in the form of a parents' handbook and they are encouraged to share what they know about their child at registration. This helps them to have some input into their child's development and into the life of the setting. An open-door policy is in operation and parents are invited to approach their child's key person or the manager at anytime. Questionnaires are periodically distributed and provide useful opportunities for parents to impart their views. Children are also invited to share their thoughts and feelings to help shape future provision. During inspection, children express that attendance is enjoyable.

Practitioners are dedicated to working in partnership with others to promote optimum continuity of care. They communicate effectively with the on-site schools

to complement children's learning and to ensure progression. Secure relationships exist with teachers and the Special Education Needs Coordinator and children regularly undertake homework and reading tasks with support from practitioners. The manager has established close links with childminders and is committed to the development of sustained shared thinking to promote achievement for all children. The manager is enthusiastic about her role and dedicates time for getting to know children and their families. She demonstrates commitment to reviewing and adjusting plans in the light of changing circumstances.

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

Practitioners demonstrate secure knowledge and understanding of the Early Years Foundation Stage and how to promote children's learning and development. Practitioners are well deployed to support children's learning and welfare and they are becoming skilled at promoting positive attitudes to learning. Practitioners are aware of children's individual progress as they casually observe their interests and skills. However, observation systems are fairly informal and planning is in the very early stages of development. As a result, children's play, both indoors and outdoors, is largely spontaneous and the main focus is on free-play. The manager intends to readdress this, to ensure that every child is challenged by the learning experiences provided. Nevertheless, children make steady progress.

Children show an understanding of healthy lifestyles. They follow appropriate personal hygiene routines and display a positive attitude towards healthy eating. Snacks are healthy and include jacket potatoes with beans, sandwiches, crackers and cheese, vegetable batons and breadsticks. To extend their interest in food, children participate in fun activities, such as cooking cheesy biscuits, making wraps and buttering their own toast. Children are active and benefit from ample fresh air and exercise as they play football, 'Stuck in the Mud', 'Musical Chairs' and 'Kidzone's Got Talent'. A balance of activities ensures that children have opportunities to be active and to relax or rest. Children display a sense of belonging, which contributes positively towards their health and well-being.

Children develop a sense of how to stay safe within the setting. They learn about safety issues, such as navigating sensibly around the school site, walking indoors and being aware of others and using scissors and cutlery safely. In addition, they engage in activities, which encourage them to take manageable risks in their play, for example, while negotiating the school's 'Trim Trail' and the large-scale play apparatus. An emergency evacuation procedure is in place and this is routinely rehearsed with the children. Children are supported to make choices and subsequently feel some control over their day. They behave well and learn to become independent and responsible. Practitioners are vigilant and attentive and close relationships and organised routines means that children receive warm, responsive care.

Children enjoy their learning and engage in a range of interesting learning experiences. Art and craft activities are popular and children enjoy creating bracelets out of beads, designing football kits, drawing and colouring and making

colourful collages and displays. Children are imaginative and take pleasure dressing-up, playing with small world toys, such as monsters and using the train and track. Children adore using the mini-snooker table, games console and table-football. Board games and construction toys are popular and all children take pleasure watching films. Children currently have a strong interest in the Olympics and enjoy sports activities in the school hall. They are happy, content and busy and willingly take part in activities within an inclusive, fun and supportive environment.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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