

Inspection of Kidzone

Cann Hall Primary School, Constable Avenue, Clacton-on-Sea, Essex CO16 8DA

Inspection date:

20 June 2024

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

Children eagerly enter from the link school, chatting enthusiastically with their peers about what they are going to play with first. Children instantly feel relaxed and safe, when staff show a genuine interest and listen intently as they tell them about their day. Children feel a sense of belonging and talk proudly to visitors about their creative artwork that staff beautifully display around the club.

Children are content and happy. They develop their confidence as patient staff give them time and space to play and learn through trial and error. Staff know children incredibly well. They offer the right amount of support and consider individual interests to ensure all children have fun and build on what they already know and can do. For example, children who love the sensory experience of bubbles, develop their balance and physical skills, giggling as they run to catch and pop them.

Children behave well. They show high levels of respect for staff and their peers. Staff are excellent role models when providing consistent and meaningful praise for children's acts of kindness. Children love ball games outdoors, where they develop friendships with their peers. Resources consider children's interests and seasonal themes. They are regularly rotated and offer choice and inclusion.

What does the early years setting do well and what does it need to do better?

- The manager and staff have a highly effective relationship with parents and teachers at the host school. Working together and daily communication ensures staff plan activities that complement the learning experiences at school and promote children's overall well-being at the club. Parents have overwhelming praise for the dedicated and caring staff. They applaud the daily communication from staff and express how their children repeatedly ask to attend the club.
- Support for children with special educational needs and/or disabilities is highly effective. The club has a trained special educational needs coordinator, who works collaboratively with parents and teachers to ensure all children thrive and continually have their individual needs met. Children benefit from small interaction groups, where staff support children's speech and language development and accept the needs of others through turn-taking games.
- Staff report great well-being and praise the support they have from the manager. The manager is passionate about continuously improving the club together with the staff team. She ensures staff maintain secure safeguarding knowledge and offers them training to meet the needs of the children they care for at the club.
- Children build secure and trusting relationships with staff, who go above and beyond to ensure their well-being. For example, staff vigilantly focus on ensuring

those children who are picked up towards the end of the session, continue to feel happy and comfortable as their peers depart. Staff offer activities tailored to children's specific interests and when parents arrive, they are excited to show them what they have been up to.

- Children are learning good hygiene routines and independently wash their hands before eating. Staff ensure children's safety at mealtimes by ensuring a member of staff is always sitting with them. Children know what is expected of them and place their rubbish in the bin provided without prompting.
- Mealtimes are sociable events, where children become increasingly independent in their self-care needs. Children tell visitors the healthy foods they eat are 'yummy'. Staff intentionally prepare the food, so children learn to self-serve and make healthy food choices. As a result, children develop and refine physical skills, such as learning to hold a knife with control when spreading butter on their wrap. Additionally, children develop their self-esteem, and feel a sense of achievement, when friendly staff and peers congratulate their wrap-making skills.
- Children are extremely polite and well mannered. Throughout the inspection, staff demonstrate how they manage children's behaviour positively. Staff talk calmly to children and in an age-appropriate way. They listen and give children time to try and solve their own conflicts. If they need a little support, staff model kind behaviours and teaching strategies to help them find a resolution together.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY409208
Local authority	Essex
Inspection number	10344275
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children at time of inspection	4 to 11
Total number of places	40
Number of children on roll	110
Name of registered person	Chestnut Grove Kindergarten Ltd
Registered person unique reference number	RP529717
Telephone number	01255 429 029
Date of previous inspection	14 August 2018

Information about this early years setting

Kidzone registered in 2010 and is one of two settings run by Chestnut Grove Kindergarten Ltd. The out-of-school club employs four members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and two at level 2. The club operates from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 8.45am and 3pm until 6pm, during school term times. The holiday club operates from 8am until 6pm.

Information about this inspection

Inspector
Louisa Taylor

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation.
- The manager and the inspector completed a tour of the club both indoors and outdoors to understand how the club is organised. Additionally, the manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- The inspector observed activities indoors and outdoors, and assessed the impact these have on children's experience at the club.
- Children spoke with the inspector during the inspection. The inspector spoke with parents during the inspection and took account of their views.
- The inspector spoke to teachers at the host school and held a meeting with the manager and discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the club and a selection of other records.

We carried out this inspection 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.

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