

# Magic Moments Out of School Club

Inspection report for early years provision

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EY349435

**Inspection date**

11/10/2011

**Inspector**

Mary Kelly

**Setting address**

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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**

Magic Moments Out of School Club opened in 2007. It is one of four privately owned childcare settings in the Magic Moments group. The setting operates from three rooms in a church hall in Barnt Green, a semi-rural village on the outskirts of Birmingham. All children share access to a secure, enclosed outdoor play area.

The club is open each weekday from 3.15pm to 6pm. Children are able to attend for a number of sessions during term time only. A maximum of 30 children may attend at any one time. There are currently eight children attending who are within the Early Years Foundation Stage. The setting also offers care to children over 5 years to 9 years. Children attend from the local area and generally attend St. Andrews Primary School. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs six staff. Of these, four hold appropriate early years qualifications at level 2 and three at level 3 or above. There are two staff members who have the Early Years Professional Status qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children's welfare learning and development is effectively supported at this setting where staff work very well together and provide a happy and well-resourced environment for children of all ages. All practice is inclusive and children's needs are met through excellent partnerships with parents and staff's awareness of each child's uniqueness. All required documentations is in place and supports practice well. Continuous improvement is supported by a good commitment to training and appropriate systems that are used to monitor the effectiveness of the setting and improve outcomes for children.

## **What steps need to be taken to improve provision further?**

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

- ensure that the organisation of the setting meets the needs of the children, with specific regard to the setting up of resources upon arrival.

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

Staff have an excellent awareness of child protection procedures and knowledge of reporting concerns and dealing with allegations. Vetting and recruitment procedures are robust ensuring all adults working with the children are suitable to

do so. The setting is well organised and provides a stimulating environment with many play and learning opportunities for children after school. However, owing to the current method of organisation, the children have to wait for a number of minutes upon arrival, while the room is set up. Staff are aware of this and are looking at how this can be successfully addressed. Staff work as an effective team and adapt well when working in the setting. All required documentation for the safe and efficient management of the setting is in place and supports practice well. Staff interact spontaneously with the children, they show good commitment to extending their knowledge and skills through on-going training. They have adapted easily to new staffing in the setting and share their vision through meeting regularly and reflecting on their practice. The setting uses a variety of different methods to reflect on the effectiveness of practice, such as parent questionnaires and staff appraisals.

Staff are committed to making improvements and all contribute towards the process of self-evaluation, for instance at team meetings. They consult children about their preferences and take into consideration their requests when purchasing new equipment and resources. Attention is given to reviewing and reflecting on guidance and suggestions from other agencies to promote children's development and care. Policies and procedures are reviewed and adapted as required.

Partnership with parents is excellent, open and friendly. They are welcomed into the setting and greeted warmly by the staff. The staff ensure that parents are provided with information about the setting and regular newsletters are sent home. Notices are displayed where they can be easily seen. Staff discuss with children and their parents, the capabilities when they first start at the setting. Parents and carers express their views of the high quality care offered to children and their families. The management team have systems in place with external agencies to ensure all children, including those with special educational needs and/or disabilities, are fully supported. They actively seek to develop a seamless service between themselves and other providers for the benefit of the children. For example, they share regular daily information both verbally and by using a communication book with the reception class at the local school. Methods of managing behaviour are excellent and are tailored to meet children's individual needs. The staff ensure that they are effective in building excellent relationships with the children and parents and carers. Each child in the early years age group has a designated key person and children and parents are aware of who this is. This gives children a sense of security in the setting. Children enjoy their time at the club, where they are well supported in a child-friendly environment with a vast amount of resources.

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

Children benefit greatly from the commitment and knowledge of the staff and the experiences that the setting offers to ensure their welfare and to support their development appropriately. Children take responsibility for their own safety and the safety of others as they listen sensibly to guidelines on the walk back from school. They can also clearly explain the procedures to be followed during fire

drills. Children move around the spacious hall confidently and enjoy games and activities both indoors and outdoors. They have daily opportunities to do physical activities, such as playing table tennis and table football, and small groups can follow an interactive programme, choosing from a variety of games, such as ski jumping and jogging. Children are aware that they have access water at all times and, for example, one child was reminded to have a drink after playing a jogging game. Children have pride in the setting, and they have a clear understanding of the boundaries. They feel included and valued, and interact well with staff who listen and give children time, attention and praise. Consequently, behaviour is very good, and children respect each other and the staff.

Staff provide a stimulating environment for children with a wide range of activities and resources to engage and interest them. Children enthusiastically involve themselves in activities in an atmosphere where they feel confident to initiate their own play. They play happily with a wide variety of toys, such as animals, play kitchen, stencils and dominos. Staff check to see if children have homework as some children like to be heard reading, and so, therefore, they do their homework in the setting, while being supported by staff. There is a good balance of child-initiated play and more structured activities, such as painting and art-and-craft resources. Children learn about the local community and the wider world because they have access to a wide range of resources reflecting positive images of diversity and celebrate a range of cultural festivals.

Staff support children very well and engage them naturally in conversations about their day in school and what they did at the weekend. Questions and prompts effectively extend the children's language skills. The staff do monthly planning that covers all areas of learning and staff are aware of the topics covered in school as they have excellent communication both verbally and through a communication book. The staff have note books in readiness to record observations and assessments for children in their key person groups. However, they have not yet formally begun to use them, which may result in planning not effectively meeting children's individual needs and staff being able to identify their next steps of learning. All children are happy and mix extremely well. They engage very well together in all activities and confidently initiate their own play and enjoy sharing time with the other children and staff. This contributes positively to their sense of belonging.

Children are very aware of the value of healthy eating and they enjoy many healthy options, such as cheese on toasted wholemeal bread, fresh fruit, salad and free access to water at all times. The setting has really given consideration to the food that is served. Children are protected against infection by a wide range of procedures. For instance, tables are wiped before the serving of snacks. Children have opportunities to develop skills in information technology by using a laptop and participating in table-top games. Children's independence skills are encouraged; they use the toilets independently and choose their own snacks, pour their own drinks and help tidy away before going home. Children who have been active are given gentle reminders that they need to have a drink.

Children's skills for the future are nurtured by a wide range of activities, including those that promote knowledge and understanding of the wider world. For example,

they benefit from sufficient staff on duty to allow them to attend activity clubs in the local school, including dance and tennis clubs, and French lessons are given in the setting on a weekly basis. Staff maintain a high level of supervision, and this helps ensure children's safety. Children have an extremely strong sense of how to keep safe, and they explain the procedures to be followed during fire drills. They demonstrate a well-developed understanding of maintaining personal hygiene. For example, they explain that hands must be washed before eating and after using the toilet. Children's care and learning are well promoted in the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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	1

### 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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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