

# Marmadukes Abbey Kids Club

Inspection report for early years provision

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<b>Unique reference number</b>	229085
<b>Inspection date</b>	16/10/2008
<b>Inspector</b>	Edgar Hastings
<b>Setting address</b>	32 Sutton Road, Erdington, Birmingham, West Midlands, B23 6QL
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<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises



## 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 report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

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.



## **Description of the setting**

Marmadukes Abbey Kids Club opened in 1992. It operates from a large hut in the grounds of the Abbey church. The club is situated in Erdington and serves the children attending Abbey RC Primary School. It is registered on the compulsory and voluntary parts of the Childcare Register. A maximum of 40 children may attend the club at any one time. The club is open each weekday from 07:45 to 09:00, and from 15:30 to 17:30. During term time, the provision offers care for children attending the school. The provision is open during holidays, except for the Christmas break, from 07:45 to 17:30, to the community. All children share access to the school play area.

There are currently 60 children from three to eight years on roll. Children over eight years also attend. Children attend for a variety of sessions. Currently, there are no children with learning difficulties and/or disabilities or children whose first language is not English.

Six members of staff work with the children. All staff have Early Years qualifications to NVQ levels 2 or 3. Two students are currently on placement and are receiving supervised training. The setting receives support from the Early Years Development and Childcare Partnership. The club is member of Playcare Network and 4Schools. It has links with the EYFS provision in the primary school.

There is no provision for disabled access, and any disabled persons would be likely to require some assistance to gain entry to the premises.

Marmadukes Abbey Kids Club was inspected during the same week as Abbey RC Primary School, which shares the same site.

## **Overall effectiveness of the early years provision**

Marmadukes Abbey Kids Club meets the individual needs of the children well and ensures both their care and their welfare are given high priority in an inclusive setting. Children are offered a warm, secure and welcoming atmosphere in which they enjoy learning and make good progress. The personal and social development of all groups of children is particularly well catered for and is evidenced in the very good relationships they have with their peers and with all staff. The setting's partnership with parents, the school and other agencies is strong and ensures that children's needs are met through the additional support that this provides. Although the process of review and self evaluation is carried out quite informally, and a number of improvements have been made, the manager recognises that this is an area that needs a more systematic approach. There is good capacity in this setting for continuous further improvement.

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

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

- implement a system of regular self evaluation to identify where



improvements can be made

- develop a more regular system of assessing the progress of under fives
- ensure all staff complete training in the new Early Years Foundation Stage.

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

There is a clear sense of purpose evident in the way children become involved in the activities of this club after being greeted warmly on entry by the staff. The strong relationship of trust and friendliness are part of the ethos that has been established over time so that all children feel valued. The manager and her team have clearly been successful in achieving this aim. All staff are appropriately qualified and this shows in the confident way they manage and work with the children to ensure good progress. An enjoyable learning and stimulating environment is established through a regular routine of rotating activities, which ensures children's interest and involvement and is reflected in their positive behaviour. Key persons are allocated to support individual children's development and to liaise with their parents. This contributes to the very good relationships the setting has with parents, who are extremely supportive and speak highly of the provision made for their children.

Both issues from the previous inspection have been securely addressed. Hot air hand dryers have been installed to minimise the spread of infection in the toilet areas, and a programme to encourage healthy eating has been introduced. This has included the visit of a nutritionist from the local superstore who brought a range of healthy foods for the children to sample. Posters now displayed on the walls reinforce the healthy eating message. Regular risk assessments are carried out to ensure the immediate safety of the building and the resources available for children to use. Staff are carefully vetted before appointments are made, and there are opportunities for professional development within the local area. Detailed policies, procedures and records to ensure children's welfare are fully in place.

A number of members of staff are still to be initiated into the requirements of the new EYFS framework, since the setting was only recently informed of the changes. However, the manager has ensured that all statutory requirements are met and will be ensuring all staff are adequately prepared to meet the changes.

Assessment of children's progress is not always carried out sufficiently regularly to identify accurately their next steps in learning. Self evaluation involves consulting all staff from time to time, but is not systematic enough to be able to identify a pattern of regular review to look for ways of improving provision.

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

The warm and friendly atmosphere in the setting coupled with the positive way children are engaged by adults enables them to make good progress. They clearly enjoy being there and seem to be very much at home and comfortable in this setting. The range of activities provided is well thought out to provide a balance that caters for all ages and abilities. They are set out imaginatively allowing children the opportunity to make choices for themselves. Resources of good quality support these activities well. The generous ratio of staffing ensures that an adult is available to provide good quality support for each group. In one group observed, children



were skilfully creating imaginative models in playdough. They were clearly enjoying social time together chatting to one another whilst working, in a very pleasant and productive atmosphere. Another group demonstrated good fine motor skills with some good quality pencil drawings of fairy tale characters and castles, which they talked about in a very imaginative way. Their enjoyment was evident and this is clearly a good place to be for these groups of children who demonstrate good interpersonal skills and positive behaviour.

Outside, in the spacious playground belonging to the school, there are regular opportunities for physical activity. Children develop catching and striking skills with racquets and balls, and demonstrate the desire to improve through their own perseverance. Another group of children show good interaction by use of a picnic table to make an imaginary place for some creative play.

Staff know their children well and have established strong relationships based upon trust and friendliness. Children feel safe and secure because all their welfare needs are met, and they demonstrate confidence in the way they approach their work, and this aids their progress well. Although observations are carried out to assess the progress children are making, these are not made on a sufficiently regular basis.

The setting enjoys very good relationships with parents who are kept informed on how well their children are doing, through regular contact and dialogue. They are consulted about ways in which they see how the provision can improve its support for their children's learning. There are good links with the school and other organisations that contribute to the support for the children, who enjoy coming to the setting and are being prepared well for their future.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Satisfactory
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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



## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.