

Maxi-Mums Kids Club

Inspection report for early years provision

Unique reference number	EY336119
Inspection date	03/06/2009
Inspector	Jennifer Taylor

Setting address	Millfield Primary School, Coleshill Street, Fazeley, Tamworth, Staffs, B78 3RQ
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Type of setting	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 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

Maxi-Mums Kids Club opened in 2006 and is privately owned. It operates from a mobile classroom located in the playground and a classroom and the school hall within the school building of Millfield Primary School, in Tamworth, Staffordshire. The club provides services for children attending the school. It is open each weekday from 07:30 to 08:50 and 15:00 to 17:45. A holiday play scheme operates for two weeks during the summer holiday from 07:30 to 17:45. Occasional full day cover is available to provide for children on school staff training days. All children share access to an enclosed outdoor play area. It is registered to care for a maximum of 48 children between four and eight years and a further 20 children aged between eight and 11 years at any one time. There are currently 85 children on roll. The setting has systems in place to support children with learning difficulties and/or disabilities and who speak English as an additional language. There is appropriate access for those with disabilities. The club employs three staff. All hold appropriate early years qualifications. The setting receives support from the local authority. There are strong links with the adjacent primary school where it has regular access to the ICT suite and with its Early Years Foundation Stage.

Overall effectiveness of the early years provision

Maxi-Mums kids club provides good provision. There is a wide range of creative, physical and practical activities, many of which take place outside, which effectively re-enforce children's more formal learning. The setting is fully inclusive and the recent introduction of Spanish lessons for all children enhances the support for children from different backgrounds. The importance of adopting a healthy lifestyle is emphasised and children are encouraged to adopt routines to raise their awareness of the importance of keeping hands and equipment clean when handling food. High expectations and good examples set by all staff makes an outstanding contribution to children's welfare. Improvements recommended in the previous report have been addressed and the setting is well placed to continue to improve.

What steps need to be taken to improve provision further?

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

- develop use of the self-assessment form as a basis for training for all staff to further raise standards.
- review the method by which staff attract attention of all children within the classroom situation

The leadership and management of the early years provision

Leadership and management of Maxi-Mum's is good. The partners are focussed on maintaining and improving the welfare and learning and development opportunities they offer. They are carefully analysing their work based on the recognised self-evaluation form and planning training to fill any gaps in their knowledge that they identify. This is beginning to provide valuable guidance to extend the knowledge and understanding of all staff using a systematic approach to training but is not yet fully established. Policies are in place, regularly reviewed and comprehensive so that the managers have a good understanding of their setting and the children they care for. They create a happy, safe environment where children enjoy the activities provided for them. All children are included in all activities. Detailed individual pupil records show that children make good progress within the setting particularly in their personal development and social skills. There is a good balance between planned activities and free choice. Children's views are taken into consideration when managers are planning new activities. For example the children wanted a 'mini make-over club' to learn how to care for themselves and a computer club. Managers have a clear understanding of the quality of the provision because they carry out regular reviews and plan to address any areas they identify as needing further development. They work very closely with the Early Years Foundation Stage of the adjacent school so that they have considerable understanding of the children when they enter Maxi-Mums. This continues throughout the time the children use the before and after school provision. There are regular half term meetings to ensure children's needs are being met in both situations. Representatives of the local authority work closely with the setting so that their expertise and experience in the area of Early Years Foundation Stage enables the managers to maintain the high standards they have set themselves. Parents are welcomed into the setting and there are newsletters in addition to a prominently displayed board at the entrance to ensure all messages are available to parents. Parents are very pleased with the quality of provision. They say they know it is good because the children are so enthusiastic about the setting and reluctant to leave for home. There are robust, detailed systems in place to safeguard the children.

The quality and standards of the early years provision

The children enjoy the activities presented to them and are learning well. They play and work happily in groups both inside and outside the classroom. Staff are well deployed and focussed on developing personal and social skills as well as communication and language through creative and physical activities. For example one group was making up puppet plays and another was developing ball control by negotiating a football through a line of markers. The day to day organisation is well planned and children have the opportunity to choose whether to work inside or out. Children actively contribute to the setting through the 'Kid's Council' and had a voice in the decisions about which additional activities they would like provided. As a result there is now a computer club which uses the IT suite in the main school and a mini make-over club which teaches them how to look after their skin. The children who attend the 'environment club' are working towards

achieving a certificate. Very good use is made of the extensive playground. There is a quiet outside area with books and games but most children prefer to engage in creative activities using shaving foam or various forms of imaginative play including role play in the 'tent' area. Children are encouraged to be as independent as possible when making their own snacks and managers make sure that snacks are of a healthy nature. Children have many opportunities to experience a wide range of interesting and lively activities which develop their knowledge and understanding of the world effectively. These include making fruit baskets from rolled icing, raising money for charity with Pudsey and learning about Remembrance Day. Learning Spanish gives children the opportunity to widen their experience of other cultures and countries. They were proud to show how well they could count to twenty and name colours in a new language. Planning is good and based on children's interests however it is not always clear how activities are matched to the age, needs and abilities of the individual children.

There is a good induction procedure which ensures children receive support when they begin attending the setting and can settle in more quickly and happily. Each child has an individual record of their progress. Observations are made, work is annotated and 'next steps' are used to set the next learning target for each child based on their progress towards meeting the early learning goals. Their named key worker is also identified in the file. Detailed assessment information is passed between the setting and school which is part of their good transition procedures. Detailed records, policies and procedures are regularly reviewed to ensure they meet the needs of all children and keep them safe.

The emphasis on presenting a clean environment and enabling children to understand the importance of a healthy diet, fresh air and exercise as well as establishing routines to maintain personal hygiene are outstanding. Safe guarding procedures are very good and all statutory requirements are effectively met. Adults sensitively teach the children to stay safe at all times. Children are well supervised and improvements to the fencing since the last inspection makes the perimeter secure. The children are encouraged to work and play in flexible groups of mixed age and gender. They care and help each other in their work and play. However, when staff need to attract the attention of children within the classroom they have adopted a strategy of blowing a whistle. This strikes a rather harsh note and detracts somewhat from the happy, learning atmosphere. All adults present a good role model and there are very good relationships between all staff and children. The provision is enabling most children to make good progress towards becoming independent learners and to be able to communicate confidently so that they are well prepared for the future.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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