

MAGIK Out of School Club

Inspection report for early years provision

Unique reference number	EY343704
Inspection date	11/12/2009
Inspector	Deborah Wylie

Setting address	St George's C E (Aided) Primary School, Neasham Road, Middleton St George, Darlington, County Durham, DL2 1LD
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Type of setting	Childcare on non-domestic premises

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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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

MAGIK Out of School Club has been registered since March 2007. It is part of the West Park Day Nursery group, a privately owned company. The club provides wrap around day care for children aged three to five years and out of school care for children from three years to 11 years.

A maximum of 48 children under the age of eight may attend the out of school club at any time. Out of school care operates from 7.45am to 8.55am and from 3.20pm to 6pm from Monday to Friday during term time. During school holidays the club is open from 8am to 6pm for children from three to 11 years. It uses fully accessible designated rooms in Middleton-St-George Primary school, including the community room, associated facilities in the school and an outdoor play area. A maximum of 16 children aged three to four years may attend the club for wrap around care during term time which operates from 8.55am to 3.20pm Monday to Friday during term time. Children attending these sessions are cared for in the foundation stage unit of the school alongside school nursery and reception aged children.

There are currently 85 children on roll at MAGIK. Of these, 59 are under eight years and of these 24 are within the Early Years Foundation Stage. The club supports children with special educational needs and/or disabilities. It is registered on the Early Years Register, the compulsory and voluntary parts of the Childcare Register. There are five members of staff, four of whom are appropriately qualified and one is working towards a relevant child care qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are cared for in an inclusive fully accessible setting that offers sound opportunities for them to learn and develop as individuals. Children's welfare is managed so that they are adequately safe in their environment. Reflective leaders are keen to make the club better and new systems have been introduced to ensure that all recommendations from the previous inspection have been effectively met. There is satisfactory capacity for the club to improve because leaders have high levels of commitment and a positive attitude to driving improvements. Changes to wrap around care since the last inspection offer children opportunities to integrate seamlessly within the school's foundation stage unit. However leaders at the club do not currently comply with suitable person checks for those working on the same premises, nor to the requirement to have at least two adults on duty in a setting at any time when children are present. Current partnerships with the school have not yet extended to a two way flow of information relating to safeguarding and as a result the club's capacity to safeguard children is no more than satisfactory.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- keep records of the unique reference number and issue date of Criminal Record Bureau Disclosures for every adult working with children including volunteers and ensure they are available for inspection by Ofsted (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register). 14/12/2009

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

- ensure that better storage is available for resources so they can be easily accessed by children
- ensure children are suitably supported in using one-handed tools and equipment at meal times.

The effectiveness of leadership and management of the early years provision

Leadership and management are meticulous about completing most documents relating to children's welfare. Parents are required to sign children in and out, and to update the club with their emergency contact details on a daily basis. Staff attendance registers are in place and all the club's staff are recruited and vetted for their suitability to work with children. Medicine and accident procedures are robust and parents are given an abundance of information about the club and its policies. Parent questionnaires are sent out periodically to ensure that managers are aware of any aspects that they can improve upon. Risk assessments are adequate and a daily tick list is signed to indicate that the environment is appropriate and annotated to ensure that risks to children are minimised. Staff are aware of safeguarding and child protection procedures. A complaints book is in place and entries are acted upon as evidenced by the club's recent response to a parent's concerns about security of the external automatic doors.

The club's satisfactory self-evaluation procedures highlight priorities for improvement, and take into account information from parents and the staff team. However this has not identified the requirement for the club to have written assurance that Criminal Records Bureau disclosures have been conducted on all adults who work with children on the premises. This is particularly pertinent to safeguarding children as adults who are employed by the school but not by the club currently have unsupervised access to children during wrap around care sessions.

MAGIK's staff enjoy regular staff appraisals when they can reflect on their practice and what they have achieved well and upon what they can improve. They attend training from the local authority which supports their understanding of how to impact positively on children's learning and welfare. Leaders deploy resources appropriately within the limits of the shared space they use in school and this ensures that children make satisfactory progress in relation to their starting points.

However children's independent access to resources is hampered by current arrangements whereby most toys and games are stored in a deep cupboard only accessible by the adults. Staffing during wrap around sessions does not meet the requirement to ensure that there are always two adults present at any time when children are present. Partnerships with the staff from the foundation stage unit are positive and a key person system ensures that children have a special person who seeks to meet their individual needs in this busy unit which holds up to 70 children in each session.

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

Children attending MAGIK enjoy a wide variety of experiences in both the community room and the foundation stage unit where they engage purposefully with an abundance of well chosen resources. Areas such as block play are set up with opportunities for children to match and sort the shapes of the blocks, and children also engage with living animals such as the guinea pigs and the chicks. Positive relationships exist between the adults and children and behaviour is good. Children move confidently around school between their sessions, knowing and understanding where they will play next. During the sociable lunchtime children are supported by the same adult to start lunch earlier than the rest of school, although the current tables and chairs are too big for the smallest children to sit upon comfortably, and this restricts them from exerting the correct pressure when using a knife and fork.

A range of adults from the club and the school contribute to the children's learning and development records, which are held electronically by the school teacher. The older children contribute sporadically to their own 'This is Me' books with copies of their computer-made creations as well as photographic contributions. Some children have good examples of how planning has contributed to an enjoyable and challenging experience, resulting in good progress in their learning, although this practice is not yet embedded across all children in attendance. Adults at the club have facilitated an inclusive environment, embracing diversity. For example, children have recently learned to use sign language to communicate with one another, and dressing up by the youngest children is not restricted to gender specific role play clothes.

When children are feeling tired the club enables them to relax and skilful staff support their moods by drawing alongside them to chat quietly about what they are doing or to answer their questions about visitors. Children in the community room know how to ask for adult supervision when they go to the toilet, and they are confident in their play spaces, knowing their routines such as washing their hands after visiting the toilet. They cooperate well during their play and show concern for their friends. They show excitement when they are told they are going to MAGIK because they thoroughly enjoy their time at the club, as explained by parents during their feedback.

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

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
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	2

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	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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep records of the unique reference number and issue date of Criminal Record Bureau Disclosures for every adult working with children, including volunteers (Suitability of persons to care for children). 14/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory Childcare Register section of the report (Suitability of persons to care for children). 14/12/2009