

Magic Moments Out of School Care (Kempsey)

Inspection report for early years provision

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Inspection date	15/07/2011
Inspector	Fiona Robinson
Setting address	Kempsey Primary School, Ellsdon, Kempsey, WORCESTER, WR5 3NT
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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).

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 Care was registered in 2011. It operates from the hall and rooms within Kempsey Primary School, Kempsey, Worcester in Worcestershire. All children have access to a fully enclosed outdoor play area and have the use of the school field and the forest school. The club supports children with special educational needs and/or disabilities, and those who speak English as an additional language. It is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

A maximum of 40 children aged from three to eight years may attend at any one time. Currently there are 37 children on roll, of whom, eight are in the early years age group. Care is also offered to children up to 11 years of age. The club is open each weekday from 7.45am until 9am and 3.25pm until 6pm, during term time. It is also open during school holidays from 8am to 6pm. Children come from the local area and attend for a variety of the sessions on offer.

There are four members of staff who work with the children, three of whom hold National Vocational Qualifications at level 3. The club receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy coming to this bright, stimulating environment and are fully included in a wide range of indoor and outdoor activities. Staff have outstanding links with parents, carers and the host school and information is shared very effectively. Children are exceptionally well-behaved and achieve well. Staff are very skilled at increasing children's understanding of keeping healthy and safe. The manager and staff have a good knowledge of the club's strengths and areas for improvement and demonstrate a good commitment to continuous improvement.

What steps need to be taken to improve provision further?

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

- develop the range and use of information and communication technology in activities to support children's learning and development.

The effectiveness of leadership and management of the early years provision

Safeguarding is outstanding because staff fully implement excellent policies and procedures. Children are cared for in a very secure, well-maintained environment. Staff have an excellent knowledge of safeguarding and child protection procedures. There are robust systems in place for staff recruitment and vetting to ensure the suitability of adults working with the children. There are robust collection procedures in place, with high security at the main entrance. Risk assessments are conducted regularly to check the safety of the indoor and outdoor environments and are documented thoroughly. Staff are deployed very well to ensure children are fully supervised throughout their time at the club. Fire evacuation procedures are practised regularly, so that staff and children are familiar with the routine. Children access a wide range of equipment that is safe and suitable for their age.

The club is well-led and managed. Good self-evaluation systems ensure that improvements have a positive impact on the children's experiences. The manager and staff value the views of parents and children when identifying areas for development and act on them. Staff meet together regularly to share their planning and assessment. They attend training opportunities to enhance their qualifications and expertise. They identify what works well and outline areas for improvement, such as continuing to refine the systems for recording children's experiences in their learning journeys. Staff make imaginative use of a good range of resources to meet the needs of the children. Activities are regularly monitored and staff evaluate their planning effectively to plan the next steps in learning. Planning indicates that opportunities are sometimes missed to make the fullest use of information and communication technology resources, such as digital cameras and computers, in activities. This impacts on the children's development of these skills to record and share their experiences with each other. Staff actively promote equality and diversity to a high level and ensure that children are fully included in a wide range of activities and the celebration of festivals. Staff provide excellent support for children with special educational needs and/or disabilities, so that they make similar progress to their peers.

Partnerships with parents, carers and the host school are outstanding. Parents say staff are very caring, approachable and supportive, and keep them extremely well-informed of their children's achievement and progress at the club. They receive comprehensive information through informal discussions, newsletters, the website and the parents' notice board. Key staff regularly share the children's learning journeys with parents on an informal basis and at parents evenings. The relationship with the host school is outstanding and the club benefits from the use of the hall, its resources, and the outdoor environment, including the forest school. There are also excellent links with outside agencies who help the staff meet the requirements of children with special educational needs and/or disabilities. Staff ensure children make a smooth transition to and from school.

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

Staff place a strong emphasis on learning through play and children achieve well in an enjoyable, purposeful environment. Children's views are valued and listened to, and incorporated into the planning and organisation of activities. Themes such as 'pirates and princesses', 'around the world' and 'sports week' enrich and enhance their experiences. Children's behaviour is exemplary because staff are very consistent in their approach and are excellent role models. Children take turns, show respect for one another and share their play resources very sensibly. They take a great deal of pride in their activities and achievements and acknowledge the rules and boundaries which they helped to introduce. They are also very appreciative of certificates they receive for individual achievements. Staff provide a vibrant learning environment for the children and encourage them to make independent choices. Interactive activities based on festivals, such as Harvest, Diwali, Easter and the Chinese New Year enrich their activities, experiences and understanding of other lifestyles, cultures and customs. They enjoy sampling food as they learn about life in other countries and increase their knowledge of the wider world.

Children have an excellent understanding of keeping themselves healthy and safe. They make healthy choices at breakfast time and snack time. They eat a wide range of fruit and vegetables and learn to use equipment safely as they prepare fruit salads, pizzas and smoothies. Children develop excellent coordination skills as they balance on climbing equipment, explore activity trails and play football and ball games. Staff ensure that children learn about fire and road safety and understand the rules for risk assessment as they use gymnastics equipment. Children regularly carry out their own risk assessments and ensure they tidy away their equipment after use. They value these opportunities and say they feel highly safe and secure at the club.

Children are keen to come to the club and respond very well to the care and support they are given by staff. They are highly motivated by a wide range of activities, such as problem solving and sensory experiences in the forest school area. They enjoy learning about the natural environment and enjoy building dens and going on bug hunts. Children's creative skills are developed well as they design mosaic pictures and make pirates hats and swords. Communication, language and literacy skills are developed well as children use puppets to act out their favourite stories, such as Little Red Riding Hood. Children cooperate very well when playing tabletop games with their friends. They develop a good awareness of environmental issues, such as the importance of recycling and are interested in the natural world. Their construction skills are promoted well as they build castles and pirate ships to play with. They benefit from visits from a yoga teacher and enjoy taking part in 'shake, rattle and groove' music sessions. During holidays, visits to farm parks, the countryside centre and woodlands are well-organised and enhance their experiences. Overall, children are prepared well for life outside the school day and future learning experiences.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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

Outcomes for children in the Early Years Foundation Stage	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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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