

# Mini Meadows

Inspection report for early years provision

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**Unique reference number**

EY301456

**Inspection date**

02/02/2012

**Inspector**

Geof Timms

**Setting address**

The Meadows Primary School, Bristol Road South,  
Northfield, Birmingham, West Midlands, B31 2SW

**Telephone number**

0121 675 3203

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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**

Mini Meadows Out of School Club opened in 2005. It takes place at The Meadows Primary School in South Birmingham. The club is open Mondays to Fridays in term time and runs from 7.30am to 9pm and 3.15pm to 6pm. A holiday club runs during most school holidays on weekdays from 7.30am to 6pm. The club is privately owned. The setting has the use of two school halls, the dining room, the computer suite, the playground and school field. Toilets for girls, boys and staff are close by. The site is secure and not used by the public.

Most of the children attending are from The Meadows Primary School, and are aged between four and 11 years. The club is registered for a maximum of 40 children under 8 years. There are currently 216 children on roll. The club is registered with Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register.

There are nine members of staff who work directly with the children, seven of whom hold National Vocational Qualifications (NVQs) at level 3 and one staff member holds a NVQ at level 2 and is working towards a NVQ at level 3, while the leader holds a foundation degree in Early Years and a NVQ at level 7 in management.

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

Overall the quality of the provision is good.

The children clearly enjoy their time at this well run and well established out of school club. It meets the needs of the children in the Early Years Foundation Stage well. As a result children make good progress across all areas of learning through a wide range of play-based and often child-initiated activities. The systems for monitoring, assessing and recording the progress children make are developing and the staff are able to demonstrate a good capacity for continuous improvement in this fully inclusive setting.

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

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

- develop further the key worker system
- provide more opportunities for children to take responsibility and demonstrate their independence skills.

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

Safeguarding procedures are strong and good attention is given to children's safety. All activities are risk assessed on a regular basis, including those that are based off-site. The club has clear procedures in place for recruitment and the vetting of staff, making effective use of external expertise. This ensures only highly suitable adults are able to work with the children. The staff are experienced, understand their responsibilities clearly and provide good role models for children. They know the children and families well and spend time talking to parents and carers as they pick up their children. Good, positive relationships are created between children, staff and families. Staff are also able to communicate regularly with school staff and transfer messages about children from school to parents through the use of communication books. Training is up to date, especially regarding first aid and child protection issues. The accommodation is secure and staff, parents and carers, and children understand and follow the clear routines for access. Children are supervised very well indoors and outside, and especially when using the computer suite. E-safety issues are dealt with extremely well and children are clear about many of the risks associated with computer use and how to keep themselves safe.

The accommodation is of a high quality. The club has access to a large hall, dining room, a second hall, the computer suite, the playground and field. Resources are good and offer children many opportunities to develop a range of skills. Books, role play resources, toys and creative materials encourage children's learning. Staff share children's learning with the school staff. Key workers plan and record children's learning against the Early Years Foundation Stage framework, but this lacks clarity and examples of their work is not sufficiently retained or stored. The key workers are aware of the needs of the children but there is not an effective system for linking children to specific adults who could take responsibility for assessing and planning activities in more detail. Even so, adults are aware of children's specific needs and have a good understanding of the requirements of the Early Years Foundation Stage. The recommendation from the previous inspection has been addressed and the club uses an ongoing self-evaluation system to identify areas for further development, therefore demonstrating a strong commitment to ongoing improvement.

The smooth running of the club is ensured by the effective deployment of staff. Inclusion is a major strength as the setting provides some places for families in financial need and for children with special educational needs and/or disabilities. The club benefits from close links with the school staff. Equality and diversity are promoted actively and staff ensure all children have equal access to all opportunities and resources. Partnerships with a wide range of local organisations and providers enable the staff to share and spread good ideas and practice for the benefit of the children.

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

The club staff ensure that all children are helped to experience a good range of learning opportunities. Because of this they make good progress, especially with regard to their creative and social skills. Children have good opportunities to develop their personal, emotional and social skills. For example, Year 6 pupils help children in the early years age group, by giving them confidence and developing their willingness to talk and interact with older children. The good relationships children develop with the adults, based on trust and good humour, help them settle quickly and develop their confidence to access resources and request activities they particularly like. Children clearly enjoy using toy foods and kitchen equipment to role play serving food and drink to adults. Children are polite and respectful, and they develop good speaking and listening skills as they respond to staff and each other. They are made to feel safe and more at home by using the 'snake rope' which they hold as they walk from the school to the club.

Good use is made of the outdoor hard play area for a variety of activities, and for football and other ball games. These are well supervised to ensure children's safety. This helps children to understand how exercise can help them stay healthy. They also use the second hall when it is too wet to go outside. The electronic dance game is very popular and children are very active and energetic. They understand what constitutes a healthy snack and the club offers a range of healthy breakfasts and teatime meals and drinks. Children access these very sensibly and the use of china tea cups and cake stands provide a mature ethos to the snack time. Children respond to this well, demonstrating politeness and care for others. However, the club does not always make the most of opportunities for children to be independent, for example, by being involved in making their own sandwiches.

Children take part in a range of special events that teach them more about the world in which they live. Good quality visits are often arranged, for example, trips to the theatre or a visit to the zoo. A good range of cultural activities are organised so children can learn about cultural and religious celebrations, such as Easter or Chinese New Year. Parents visit the club to share their experiences with the children, such as Hindu Mehndi pattern sessions. Adults interact with children very well. For example, suggestions and discussions help extend children's creative skills as they work on collages alongside an adult. Children spend extended periods of time playing with the huge range of dolls and enjoy using construction blocks to build their own creations, such as a rocket. The activities and opportunities offered, alongside staff's interaction and commitment clearly support the good development of children's skills 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*

### 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	2
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	2

### The quality of the provision in the Early Years Foundation Stage

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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	2
The extent to which children adopt healthy lifestyles	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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