

Madcaps Out of School Club

Inspection report for early years provision

Unique reference number 253774
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Inspector Carly Mooney

Setting address Market Deeping CP School, Willoughby Avenue, Market Deeping, Peterborough, Cambridgeshire, PE6 8JE
Telephone number 01778 344896
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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).

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

Madcaps was registered in 1995. It operates from classrooms within Market Deeping Community School, Market Deeping, Lincolnshire. The setting serves the local area and has strong links with the school. The setting is accessible to all children and there are two fully enclosed areas available for outdoor play.

The setting opens Monday to Friday all year round, except bank holidays. Sessions are from 7.30am until 9.00am and again from 12.00pm until 6.00pm as wrap around care is provided for the school nursery. A play scheme also operates during the summer holidays. Children are able to attend for a variety of sessions. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 62 children may attend the setting at any one time, all of whom may be on the Early Years Register. There are currently 24 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to fourteen years. It supports children with special educational needs and/or disabilities.

The setting employs nine members of child care staff. Of these, eight hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's needs are met very well by caring, attentive staff who value each child's contribution. Children are provided with a stimulating range of activities which they truly enjoy. Clear procedures for observing and assessing children's progress are in place and plans of activities are based on children's interests. Strong relationships with parents are extremely effective in meeting children's individual needs. Effective procedures are in place for self-evaluation and there is an excellent commitment to improving and continuously developing the provision.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensuring records relating to individual children are retained for a reasonable period of time, this relates to the attendance registers.

The effectiveness of leadership and management of the early years provision

Leadership and management of the setting is very strong. The manager constantly strives to provide a high quality service for children. She leads and motivates her dedicated staff team and is an exemplary role model. Staff are very well supported in their roles and work closely together as a cohesive team to provide children with a safe and happy environment in which to thrive. Children's welfare is promoted very well because staff understand and implement the safeguarding policies and procedures. Effective induction programmes and weekly safeguarding discussions at staff meetings, means that staff have a solid understanding of their responsibilities to keep children safe. Stringent recruitment processes ensure all employees with access to the children are safe and suitable. Children's opinions are valued and listened to, as older children form part of the interview panel when recruiting. Staff are very vigilant and deployed effectively at all times to ensure the safety of children as they play. Thorough risk assessment procedures enable any hazards to be identified and minimised. Documentation is maintained to a high standard, although current documentation regarding recording of children's arrival and departure times are not retained for a reasonable period of time.

Children play in a rich, stimulating environment where very good use is made of all available space. Children move freely between all areas, including one of the outdoor spaces after school. During afternoons young children frequently access another outside space for creative play and exploration. Resources are clearly labelled and easily accessible to provide children with very good opportunities to direct their own play. Walls are covered with a variety of children's work and photographs, which gives them a true sense of belonging. Staff provide a fully inclusive service to all children attending and ensure that no child is disadvantaged in any way. Individual children's needs are thoroughly addressed through staff's clear knowledge of all children and their families. Staff are experienced in supporting children with additional needs and procedures in place are effective.

Staff have formed excellent relationships with all parents. They are fully aware that building good relationships benefits children's time at the setting and ensure parents are well informed about all aspects of the setting through newsletters and informative notice boards. A recent parent survey showed a very high level of satisfaction from all parents and they comment very positively about the fantastic experiences their child is engaging in. Learning journeys are shared on a regular basis and the setting are currently implementing a computer program that will e-mail parents information about their child's day, for example, an observation and invite them to comment. Strong relationships are in place with the teachers of the local school, as the setting provides wrap around care to some children, who attend the school nursery each morning.

Effective systems for monitoring and evaluating the practice are established, using all staffs knowledge and expertise. Detailed improvement plans show when clear areas for development have been identified, prioritised and implemented. Staff demonstrate a positive commitment to improving their knowledge through

professional training and have a good working relationship with the advisor from the local authority. The manager has extremely clear vision for the future and as a result her ability to maintain continuous improvement is excellent.

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

Children of all ages work very well together and create a calm and relaxing atmosphere, as they busily engage themselves in their chosen activities. For example, in the home corner or at the mark making table. Staff respond very well to children's interests and development needs to provide stimulating and highly motivating experiences that enhances children's learning. For example, taking a radio apart to look at how it works. Planning is meaningful, clearly linked to children's developing and emerging interests and provides realistic next steps for children to work towards. Learning journey folders provide a comprehensive record of the excellent progress children are making towards the early learning goals.

Despite large volumes of children attending after school, children are constantly busy and occupied, which results in excellent behaviour. Staff make time for all children and are genuinely interested in what they have to say, which helps to develop their self-esteem. Children demonstrate close bonds with staff, with younger ones enjoying cuddles and older children seeking out staff to show them their mother's day cards they have made. Children are made to feel part of a large family, with lots of fuss made of children on their birthdays and the whole group joining in to sing happy birthday and give a present.

Children play in a word rich environment and show a good appreciation of books, with activities often developing from favourite books, such as, *The Gruffalo*. Children listen to stories in the *Gruffalo's* cave and have their learning extended as they visit a local owl centre, where they are able to touch a snake. Children learn to respect and care for animals as the setting has a resident cat, chickens and rabbits roam free in the garden as they play. Children participate in a number of activities to support their physical development. For example, through large garden apparatus, walks in local woods or attending 'Melody bear' sessions once a week. Their knowledge of information technology is developing well, as they have regular access to computers and take their own pictures with real cameras. A sensory room is enjoyed by all children for dressing up, dancing and active games on consoles.

Children's welfare is effectively promoted. Children learn about healthy eating through the excellent range of delicious home cooked meals and healthy snacks provided. Children are given a choice of three main courses and eagerly wait at the table for their jacket potatoes and pasta Bolognese. Records which safeguard children's health are maintained to a high standard and children are cared for in a clean environment. Children are aware that they need to maintain their own personal hygiene to prevent the spread of germs through hand washing and do so with minimal reminders from staff. Children feel very safe and secure in the setting

and participate in a range of safety procedures, such as, fire drills which enable them to learn about keeping themselves safe. Overall, children are thriving due to the excellent care and support provided by knowledgeable and experienced staff.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
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	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1

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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

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