

Mini Marvels Club Ltd

Inspection report for early years provision

Unique reference number

EY263194

Inspection date

16/05/2012

Inspector

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Setting address

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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

Mini Marvels Club Ltd is a limited company. It was registered in 2003 and operates from a single-storey building in the grounds of Corrie Primary School in Denton, Tameside. There are two play rooms on one level, with ramped access to the building. There is a fully enclosed outdoor play area.

The setting offers a variety of care sessions for families which include full day care, pre-school, before and after school provision and holiday care sessions. It is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year. The setting is registered by Ofsted on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 34 children at any one time, all of whom may be in the early years age group. There are currently 50 children attending who are within this age group, some of whom attend part time. The setting provides funded early education for three- and four-year-olds and also offers care to children aged eight years to 11 years. The setting supports children with special educational needs and/or disabilities.

The setting employs a manager and seven members of staff to work directly with the children. Of these, five members of staff hold a relevant qualification at level 3 in early years and one holds an early years degree. The setting has links with the school and receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The staff are fully supported in their training and professional development, so that they can continue to provide positive outcomes for all children who attend. The communication channels between staff and parents regarding their children's welfare are successful, although some aspects of partnerships with parents and other practitioners are still being developed. All children, including those with special educational needs, progress satisfactorily given their age, ability and starting points. Although self-evaluation is in its infancy, the setting has clear aims and objectives for children's learning and the action plan is regularly reviewed and updated to ensure that continuous improvement is maintained.

What steps need to be taken to improve provision further?

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

- involve parents in the ongoing observation, planning and assessment process, including consulting them about their children's developmental starting points
- improve the daily routine to allow children frequent access to the outdoor environment
- develop further the involvement of other settings involved in children's

learning and development, for example, to enable them to contribute to the systems for observational assessment and planning

- consider future targets through effective evaluation, and take into account the views of staff, children and parents to further enhance the outcomes for children.

The effectiveness of leadership and management of the early years provision

There are clear written procedures in place for staff to follow regarding safeguarding children to ensure that their welfare is effectively promoted. Staff, through recent training, have a sound understanding of these procedures and how to make a referral if they have a concern about a child in their care. Many of the staff have completed a first aid course to ensure there is always a trained staff member able to provide appropriate care to children in the event of an accident or emergency. Procedures for emergency evacuation are practised regularly and recorded, ensuring that children's safety is effectively promoted. The risk assessment has been recently updated to ensure all potential hazards are eliminated.

Resources are fit for purpose and able to support children's learning and development. There is good use made of child-height storage enabling children to build on their self-help skills. Parents' feedback and views are sought through questionnaires, ensuring that parents are involved and that their views are acknowledged. Parents report warmly on the setting. They feel that all members of staff are approachable and keen to share information with them about their child's development. In addition, the partnership work with others is sound as staff develop appropriate working relationships with other health professionals to ensure continuity of care. Parents also comment on the range of resources and activities available for their children to enjoy and participate in.

The provider and newly appointed manager communicate ambition and drive to secure improvement satisfactorily. Since the last inspection the provider has employed a manager and a cook and this has provided management and staff with additional time to reflect and plan for improvement. Although self-evaluation is in its infancy, these positive changes are likely to bring about some continuous improvement to the provision.

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

Children interact warmly with members of staff and move around the setting freely. Staff know each child well and a key person system is in place to provide an important link for families with regard to information sharing about children's progress within the setting. Staff have an adequate knowledge and understanding of the Practice Guidance for the Early Years Foundation Stage and use this document to support their work with children in the early years age range. Children's learning records show what they can do and have achieved, are clearly

linked to the six areas of learning and show that children are making sound progress. Staff make observations of the children and identify their next steps for learning. They are proactive in linking this information to future planning to ensure that activities are tailored to meet children's individual learning and development needs and promoting an inclusive environment, where children choose to learn according to their own preferences. However, opportunities for parents to share what their child can do at the start of the placement and their on-going involvement in their children's learning are limited. In addition, systems to share information with the other settings the children attend are not consistent to ensure effective continuity in children's care and learning.

Children are provided with a range of resources that cover all areas of learning, with some resources and activities provided that show positive images of the wider world and some activities linked to various festivals. Staff are fully involved with the children. This ensures that the children can get the best from the activities provided and make progress. Pencils, chalks and pens are readily available to encourage children to write for a purpose and some children are able to write their own names with confidence. They help at tidy up time; this encourages them to learn about being responsible and caring for resources and their environment. Children are learning to share and take turns with resources and activities. Children communicate well with each other and, through effective questioning by staff, they are developing their thinking skills. Children make choices about the activities they engage in and, on occasion, share responsibility for decisions. They know how to behave and how to use and care for their environment and resources, although some need gentle reminders, such as remembering their manners. Children demonstrate their growing concentration levels as they problem solve, while others make use of a variety of creative media to create three dimensional models from their own imaginations. They use single handed tools with growing skill and control. The computer, printer and mouse give opportunities to become familiar with information technology. Children display increasing confidence in their communication skills as they ask questions and join in discussions. The imaginative well-resourced and readily accessible outdoor areas cover all areas of learning. For example, buckets of water and sponges are readily available to enable children to give their bikes a wash. However, due to the organisation of the session, access to the outdoor play area is limited and children do not enjoy continual access to the outdoors to allow them to independently explore and make choices.

Children show a good understanding about healthy lifestyles. They follow appropriate personal hygiene routines independently and at times to suit the routines, such as lunch times. The newly appointed cook and revised menu's show healthy options at snack and meal times. These help to promote children's understanding of foods, which children know will help them grow strong and healthy. Children are developing a sense of how to stay safe within the setting. Some children use their initiative and take responsibility for their own safety, for example, by talking about not running inside. In addition, activities to promote their awareness of road safety are also in place.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	3
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	3

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	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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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