

Milking Bank Out of Hours Club

Milking Bank Primary School, Aintree Way, DUDLEY, West Midlands, DY1 2SL

Inspection date

22/11/2012

Previous inspection date

04/07/2007

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Planned, purposeful learning is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress.
- Children display high levels of independence, curiosity, imagination and concentration due to the high quality resources, experiences and inspirational playful teaching, which motivates children to make significant gains in their play and learning.
- An extremely professional and dedicated staff and leadership team endeavour to maintain the highest possible standards of safety, care and education.
- Staff plan motivating and enjoyable learning experiences according to children's individual learning styles and interests and consequently, all children are exceptionally well included and valued in this inclusive environment.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room.
- The inspector held meetings with the manager of the provision.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation, development plan and a range of other documentation.
- The inspector also took account the views parents spoken to on the day and information and feedback from parent questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Milking Bank Out of School Hours Club is a committee-run club. It opened in 1993 and operates from two rooms within the Milking Bank Primary School, which is situated on a housing estate in Dudley, West Midlands. The club provides a service for children attending the Milking Bank Primary School.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary part of the Childcare Register. There are currently 39 children on roll of whom three are in the early years age group and 20 are aged from five to eight years. The club's admissions policy allows children up to the age of 11 years to attend. The club is open each weekday from 7.45am to 8.45am and Monday, Wednesday and Thursday from 3.20pm to 5.30pm during the school term.

There are four members of staff employed working directly with the children. Of these, one holds a qualification at level 4 in early years and three hold a qualification at level 3 in early years. The club receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend further the opportunities for children to enjoy energetic play indoors during periods when the outdoor area is not used.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

High quality resources, experiences and inspirational adult interventions offer rich, meaningful and enjoyable experiences for all children attending. The routine of the club fully complements the day children have had at school. Consequently, all children, regardless of their age and all boys and girls, report high levels of satisfaction and display high levels of curiosity, imagination and concentration in what is provided.

Children's communication, language and literacy are supported extremely well through purposeful play and interactions. Children competently speak and listen in a wide range of situations for a range of purposes and are supported well to gain their confidence to do so. For example, staff create a calm environment during snack time for children to share their stories and socialise with their peers. Children build excellent foundations for early literacy through making sense of visual signs and symbols that interest them. For example, staff use the children's interest in dinosaurs well by providing captions of the dinosaurs' names to provide an enjoyable opportunity for children to link sounds to letters. Staff make available an extensive range of opportunities for children to engage in making marks, patterns, drawing, writing and colouring daily. For example, children use chalkboards, white boards and magic screens both indoors and outdoors.

Excellent playful opportunities for children to problem solve, count, sort, match and make pattern are exceptionally well incorporated through the extensive range of challenging construction toys and games. Children have sufficient time, space and encouragement to discover and use mathematical ideas, concepts and language. Children show a keen interest in size, measures, weight and capacity through an extensive range of practical meaningful experiences, such as daily use of the sand with a variety of resources. A recent interest in making footprints in paint has resulted in children measuring and counting how long the room is in their various-sized footprints.

There are excellent opportunities provided for children to increase their understanding of the world through opportunities to explore, observe and find out about people, places and the environment. Children have first-hand opportunities to find out about plants and creatures. For example, children have been planting and caring for plants and flowers and have undertaken a topic on 'mini beasts'. Staff place a real emphasis on children sharing their own cultures and faiths and those of others in the community. For example, staff provide opportunities for children to share and discuss and use an excellent range of resources and experiences. These are creatively incorporated when celebrating various religious festivals. Children thoroughly enjoy using their personal laptops, computers, electronic games and programmable toys to further enhance their learning and development.

Staff provide an excellent range of opportunities for children to design and make their own creations. These activities are extremely popular with the children due to the super range of interesting and exciting resources on offer. For example, children make and decorate hand and finger puppets, musical instruments and make split pin moveable models. Staff provide a variety of opportunities for children to experience a full range of enjoyable painting techniques such as sponge, string and marble. In addition they have a stimulating range of opportunities to share their thoughts, ideas and feelings through using a broad range of music, instruments and imaginative and role play resources.

Staff make time at the end of each session so they are available to update parents and carers about what their children have been doing and to pass any messages on from school. Parents spoken to on the day say they find this approach valuable in keeping them informed.

The contribution of the early years provision to the well-being of children

The environment both indoors and outdoors is managed very well and outcomes are clearly attributed to the excellent use of resources and the highly effective deployment of staff. For example, the well-embedded key person system ensures sensitive staff provide a strong base for children to develop their independence. Children achieve well because staff focus on supporting all of the children especially the younger and less able children. All children are fully involved, busy and occupied with the extensive range of opportunities on offer to them, within this exciting and stimulating environment. Behaviour is exemplary due to the staff's consistent and positive approach to behaviour management. All children clearly understand behaviour expectations as they are fully involved in helping identify and discuss agreed codes of behaviour. For example, children respond extremely well to the

'Star of the week' and this reinforces positively the consequences of their actions.

The ethos and routine of the club places a clear emphasis on ensuring children take ownership of the club and enjoy their time. For example, children avidly add their comments to the 'Activity review book' and use the 'comments box' to share what they like doing and influence how the club can be improved. This effective consultation has resulted in changes to the club such as what is on the menu for snack. Children display high levels of confidence and work exceptionally well independently and with their peers showing excellent negotiation and cooperation skills. For example, children who are the 'nominated helpers' for the session, proudly explain their extra responsibilities in organising the snack table and ensuring the session runs well.

Children have an excellent understanding of how to stay safe and this is demonstrated well through their play and interactions. In addition, topics covered in school about safety are continued in the club to reinforce the importance of keeping safe. All children benefit from the access to fresh air and the outdoor environment, which contributes significantly to their health and well-being. For example, staff make extremely effective use of the school community outdoor area, to provide children with a challenging range of physical play opportunities and make excellent use of it to provide a range of activities for children to engage in creative and purposeful play. During the winter months when it gets dark early children are unable to use the outdoor area. On these occasions staff provide opportunities for children to use resources such as the pool table, bar football and table tennis table. However, this does not provide a wide enough range of opportunities for children to enjoy energetic play indoors.

Staff provide children with a healthy, nutritious, substantial snack, which is thoroughly enjoyed by all the children. Children have an excellent choice of wraps, muffin and toast daily with a variety of fillings, such as ham, cheese and various spreads. A selection of fresh fruit and vegetables are well presented along with yogurts and dried fruits. Breakfast during the morning club is equally varied and reported by children as being very enjoyable. Children show a comprehensive understanding of making healthy choices and an understanding of the benefits of fresh produce.

All of the key staff working in the club also work in the school during the day. For example, the person in charge works in the nursery alongside the teacher daily and consequently, staff know many of the children extremely well. Staff meet with the Reception class teacher every half term to share their observations of their assigned key children's achievements, which are added to the children's developmental profiles. This seamless transition from school to the club successfully promotes their care, learning and welfare.

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

The pursuit of excellence is firmly embedded in all of the club's activities. Consequently, excellent quality play and learning experiences contribute to children's enjoyment and achievement.

Leadership and management are inspirational and they have a comprehensive understanding of the learning and development and safeguarding and welfare requirements. The management team are highly skilled and provide high-quality professional supervision, coaching and training opportunities for all staff. The management team, along with the committee are persistent in their efforts to constantly build on practice and improve outcomes. Consequently, excellent progress has been made since the last inspection. They are exceptionally successful in inspiring the staff team to work towards meeting and sustaining ambitious targets across all areas of practice. As a result, an enthusiastic and dedicated team work exceptionally well to provide a fully inclusive environment for all children.

Safeguarding arrangements are extremely well embedded in all aspects of practice. Any concerns are prioritised and dealt with effectively in relation to child protection issues. All staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. Highly effective recruitment, vetting and induction procedures are in place.

All parents and carers spoken to and parental satisfaction surveys clearly indicate that they are highly satisfied with service provided and they feel there is mutual respect and exceptionally positive relationships forged. Effective partnerships between staff, parents, carers and their children means parents and carers are kept very well informed about the provision, activities and all aspects of their children's achievements and time at the club. Parents and carers are heavily involved in decision making and shaping the service through using the comments box, completing questionnaires and through membership on the committee.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready

		for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	253875
Local authority	Dudley
Inspection number	818455
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 11
Total number of places	24
Number of children on roll	39
Name of provider	Milking Bank Out of Hours Club
Date of previous inspection	04/07/2007
Telephone number	01384 816695

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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