

Magdalene Breakfast & After School Club

St. Mary Magdalene Primary School, All Saints Way, WEST BROMWICH, West Midlands, B71 1RP

Inspection date	14/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children feel safe and secure and enjoy their time in a friendly and stimulating environment where staff are sensitive to their needs.
- Staff have good teaching skills and understanding of the Early Years Foundation Stage. They plan purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning in all areas.
- Children are well behaved and form positive relationships with adults and peers. They have a good awareness of right and wrong, responding positively to guidance from staff. Children are encouraged and praised, and their efforts are acknowledged appropriately.
- Staff offer an inclusive and welcoming service for all children and their parents. Effective deployment of resources promotes inclusion. The space and resources within the provision are well organised to enable children to participate in activities independently.

It is not yet outstanding because

- During role play staff do not always support children's interests by increasing opportunities to advance their counting skills and using larger numbers.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 main play room.
- The inspector held a meeting with the manager of the provision.
- The inspector looked at planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jasvinder Kaur

Full Report

Information about the setting

Magdalene Breakfast & After School Club opened in 2011. It is privately run and operates from facilities at St. Mary Magdalene Primary School in West Bromwich. Children have access to the school playground for outdoor play. The club is easily accessible for all, including wheelchair users. The club serves children and families from the local and surrounding areas.

The club is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 26 children aged from four years to 11 years on roll. The club opens Monday to Friday from 8am to 9am and 3.30pm to 5pm during school term time only. The club has procedures in place to support children with special educational needs and/or disabilities and is able to support children for whom English is an additional language.

There are five members of staff, including the manager, who work directly with the children. All of whom, hold early years qualifications at level 3.

What the setting needs to do to improve further

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

- build on children's interests and skills by introducing more challenging mathematical concepts , for example, by counting money in role play.

Inspection judgements

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

Children achieve well due to the excellent use of resources, including effective deployment of staff and volunteers. Staff working with children are appropriately qualified and have a commitment to accessing on-going training. Planning of activities, and staff skills in teaching, ensure children are provided with a range of good play opportunities to help them make good progress across all areas of learning and development.

Children's learning and competence in communication is well supported. They extend their vocabulary and phonic knowledge by sharing their thoughts and developing reading and writing skills throughout the session. For example, they recognise the letters of their name, linking sounds to letters and naming and sounding the letters of the alphabet. Staff help the children effectively through play, including threading together the letters of their own names. Access to book areas, the school library and computers support children's literacy skills. They enjoy writing in sand and on a magnetic board. There is a wide range

of resources available to increase their writing skills, including paper, crayons, pencils and paint brushes. Good opportunities are provided to draw attention to differences in sizes, shapes, colours and numbers in general. For example, staff ask children to find 'two boys in blue trousers' or find the number which represents their age. However, staff do not always take the opportunity to extend and challenge children's interests in mathematical learning, for example, by introducing fun activities to complement their learning elsewhere.

Children's physical development is supported well, as the staff emphasise the importance of outdoor play and indoor physical activities. A wide range of physical play equipment promotes children's manipulation and motor skills. They show increasing control in holding objects and equipment and in using tools to make marks. Children's needs are discussed thoroughly with parents and well documented. Parents are kept informed about their children's achievements through verbal communication. The setting's staff also have close partnerships with the school's staff to assess children's starting points on entry to the club, thus supporting their learning and development.

Staff create a bright and stimulating environment and offer an inclusive and welcoming service for all children and their parents. Effective deployment of resources promotes inclusion for all children. A wealth of displays of children's own artwork, visual aids and colourful posters supports children's learning and self-esteem. Celebrating festivals of different religions and cultures, and a selection of resources depicting positive images of diversity, help children to understand and respect the values of others.

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

Children show an interest in the activities available and relate well to their peers and staff, who support and encourage them to develop in confidence. They receive positive interaction from the staff, who spend time talking to and playing with them. All staff know the children very well as most of them work with the children at school. Consequently, children feel secure, settle well and approach staff about their needs. A key person system is being implemented for the early years children who have only recently joined the setting.

Children behave well, demonstrating an understanding of the set boundaries and expectations within the setting. Newcomers are supported and reassured by staff appropriately. Staff encourage them to express their views and make choices. Children show confidence in choosing their favourite toys and activities. They take pride in their achievements, showing peers when they have spelled their name. This contributes to their level of self-esteem and well-being.

Children are encouraged to learn the importance of basic personal hygiene and wash their hands before they eat and after using the toilet. Staff help children to learn to be independent and encourage them to manage their own personal needs. They enjoy nutritious breakfasts, along with fresh fruits and drinks at snack times. Children's special dietary needs are met appropriately. There is a sociable and relaxed atmosphere at mealtimes.

Children learn to keep themselves safe through practical daily routines and staff guidance. They are taught to be safety conscious without being fearful. They are reminded of the setting's rules which highlight safety. All children take part in regular fire drills and show a strong understanding of how to keep themselves safe.

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

The manager is motivated to enhance practice through collating the views of staff, volunteers, children and parents in order to identify areas for further improvement. The active involvement of parents is encouraged through newsletters and questionnaires so they can convey their views and preferences. The staff receive on-going support from early years teachers in relation to the revised framework. Staff attend a range of relevant training courses and their performance is well monitored by the management of the setting. This leads to better outcomes for children. Staff can identify most targets for further improvements in children's care, learning and development.

Children's interests, capabilities and ages are taken into account in the planning of activities and a good balance of adult-led and child-initiated activities are provided. All staff have a good knowledge of the education programme which supports children's progress.

Staff have a clear understanding of safeguarding children in relation to child protection issues. They receive regular training on safeguarding and are aware of their responsibility to report any concerns to the Local Safeguarding Children's Board. Thorough recruitment procedures are in place for ensuring that children are cared for by staff who have completed required checks. Detailed risk assessments confirm that the staff carry out regular safety checks around the premises to eliminate hazards. The security of the premises throughout is well maintained.

The effective partnership with school staff involved in delivering the Early Years Foundation Stage promotes the continuity of children's learning and well-being. Parent's views are sought formally, and informally, through questionnaires and discussion. Parents speak highly of the service and describe the environment as stimulating and secure and the staff as friendly and helpful.

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
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 action. 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	EY438832
Local authority	Sandwell
Inspection number	786552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	3 - 17
Total number of places	24
Number of children on roll	26
Name of provider	Zoe Warner
Date of previous inspection	not applicable
Telephone number	07816941878

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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, which are usually the childminder's 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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