

Marmadukes Abbey Kids Club

32 Sutton Road, Erdington, Birmingham, West Midlands, B23 6QL

Inspection date

23/07/2013

Previous inspection date

16/10/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children's safety is not fully promoted because risk assessment arrangements are not effective. This is with specific regard to unidentified hazards in the outdoor play area.
- Children's welfare is not effectively promoted because staff do not have a secure knowledge of the procedures to follow should there be concerns about children's safety and welfare.
- Children experience inconsistencies in staff practice due to lack of training and support to enable them to deliver a successful educational programme.
- A number of requirements of the Early Years Foundation Stage are not fully met because self-evaluation is not used to identify and prioritise areas for improvement.

It has the following strengths

- Children enjoy a range of activities of their choice which supports their learning and interests.
- Children are familiar with staff and their peers which helps them to settle well and promotes positive behaviour.

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 spoke with the registered person, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took account of the views of parents through discussion and from written questionnaires sent out by the club.
- The inspector looked at children's development folders, children's and staff files and a selection of policies and daily records.

Inspector

Kashma Patel

Full Report

Information about the setting

Marmadukes Abbey Kids Club opened in 1992 and is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from a large hut in the grounds of the Abbey church. The club is situated in Erdington and serves the children attending Abbey RC Primary School. The club is open each week day from 7.45am to 8.45am, and from 3.10pm to 5.30pm. During term time, the provision offers care for children attending the school. The provision is open during holidays, except for the Christmas break, from 7.45am to 5.30pm, to the community. All children share access to the school play area.

There are currently 50 children on roll, of whom 10 are in the early years range. Children over eight years also attend the club. Children attend for a variety of sessions. The setting employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and one at level 2. The setting receives support from the early years team and is a member of the Play Care Network.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure effective procedures are in place to assess potential hazards to children in the outdoor area and demonstrate how these risks will be minimised to keep children safe
- improve knowledge and awareness of child protection issues, with particular regard to the referral process and procedures to follow with regard to allegations made against staff
- ensure staff implement and follow the procedure for the use of mobile phones and cameras in the setting to safeguard children
- put in place appropriate arrangements for supervision of staff to ensure they are provided with support, coaching and training to bring about continuous improvement of the provision.

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

- review methods for self-evaluation to ensure it clearly identifies the strengths of the provision and any required improvements to tackle areas of weakness.

Inspection judgements

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

Children are happy and settled in the club. They move around the club freely, both inside and outside as they make choices about their play. Staff provide a wide range of toys and activities which are of interest to children. They sit in small groups and engage in activities with children, asking questions to support their learning. For example, children play board games with staff, where they talk and listen to each other which supports their communication. Children make appropriate progress in their personal, social and emotional development as they engage in role-play activities which supports their self-help skills. For example, they enjoy dressing-up in different outfits with their friends, which helps them develop appropriate skills for the future.

Children develop their literacy skills as they use a range of tools to write with, such as crayons, pencils and felt pens. Younger children enjoy activities where they colour pictures while older children write short stories to support their learning. Children develop their creativity and imagination as they use paint and recycle materials to make models with. Children have free access to the outdoor play area where they develop appropriate physical skills as they use the footballs, bats and balls and the trim trail to develop their

balance and coordination.

Suitable systems are in place to monitor children's progress in the Early Years Foundation Stage. Staff carry out observations and talk to children about what they do at school. This enables children to continue their learning in the setting. Further systems are developing with the school to help support and complement children's learning between the two settings. Children take books and equipment home which enables them to continue their learning with their parents.

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

Children are happy and enjoy their time at the club. Some suitable procedures are in place to help children to settle-in and develop appropriate bonds with staff. For example, children visit the setting before they start and staff collect information on children's interests and preferences which helps the transition from home to the setting. Children form appropriate relationships with staff and their peers which supports their emotional well-being through one-to-one interaction and small group activities. Staff collect children and work in the school, which supports their transition into the setting, because they are already familiar with staff. This helps them to settle in the club and encourages positive behaviour with the other children. However, staff lack knowledge of safeguarding procedures and identifying potential hazards in the environment, which means children's sense of security is compromised and they do not learn enough about how to keep themselves safe.

Children learn to consider each other as they share toys and take turns. They play well together in small groups which supports their emotional development. Children develop their independence as they help themselves to toys and equipment and attend to their self-care needs. They follow appropriate hygiene practices as they independently wash hands and dry them before food. These independence skills help children when they are at school. Parents provide packed lunches which are stored appropriately to support children's health. Fresh drinking water is readily available and children are becoming aware of their needs as they help pour themselves a drink. Children benefit from the fresh air daily as they use the outdoor play area, where they are able to exercise to maintain a healthy lifestyle. Children access a wide range of toys and resources which supports their interests and also enables them to continue their learning from school.

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

This inspection was carried out following concerns raised about staff use of a mobile phone to take pictures of children within the setting. The inspection finds that the club allowed staff to take pictures on a personal mobile phone of children who were taking part in an activity. Although there is a procedure for the use of mobile phones and cameras, staff do not follow these, which means children are not safeguarded by those that care for them. In addition to this, the inspection found that staff are not vigilant enough to ensure children are kept safe from potential hazards. Following visual checks of the outdoor area, some potential hazards, such as stacked chairs and dining room furniture from the school

was observed in the play area by the inspector. Staff had failed to identify this and exposed children to these risks which compromises their safety. Although children are adequately supervised, which minimises some of these risks, their safety is not fully promoted through thorough checks of the environment. In other respects, some of the other daily checks that take place help to identify some risks, for example, staff explain to the inspector that children are not allowed to play on the equipment on the grassed area due to heavy rain. However, they do not explain to children why they are not able to use this area, which does not help them to develop an understanding of how to keep themselves safe. Leaders and staff have a basic awareness of the indicators of child abuse. A written child protection policy is in place, which describes the different types of abuse. They have not attended recent training and therefore are not clear of the correct procedures to follow for reporting concerns or to whom. In addition to this both the leaders and staff are not fully aware of procedures to follow should allegations be made against staff. This means that staff do not know of the possible action to take in order to safeguard children in the event of a concern. Such practice fails to meet the requirements of the Statutory framework for the Early Years Foundation Stage, in addition to requirements of the Childcare Register.

Suitable procedures for recruitment and vetting are in place, which ensures all staff are suitable to work with children. Most staff hold first aid qualifications and understand the procedures for dealing with any accidents or incidents within the setting. Staff meet on a regular basis to discuss planning, which also involves children. However, staff do not receive regular supervision and appraisals to support their professional development; this means they do not develop the knowledge and skills to help them fulfil their roles and safeguard children in their care. Some training needs which are identified are not met due to a lack of funding. Overall, there has been too little review and evaluation of practice. As a result, weaknesses have not been identified or prioritised. The views of staff and parents are also not regularly considered to help support improvement. There has been some recent support from a play-worker to help and guide staff in the planning of activities and this helps children to continue their learning at the club. However, further improvements are required in order to ensure children are fully protected against all potential hazards and fully safeguarded.

Staff collect children from the school within the grounds. They exchange information with the teacher about children's care and relay messages to parents. Further systems are developing with the school to help improve the communication with teachers to help support children's learning. Children enjoy their time at the club and access a wide range of activities to support their interests. Parents receive daily verbal feedback on their children's care and activities they take part in both at school and at the club, through discussions, access to journals and the notice board. This provides parents with some information about their progress. Discussions with parents show that they are generally happy with the care their children receive from the setting; they feel staff are friendly and approachable.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with**

The requirements for the voluntary part of the Childcare Register are

actions)

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks to children (compulsory part of the Childcare Register)
- ensure procedures are in place and followed for the protection of children, intended to safeguard them (compulsory part of the Childcare Register)
- ensure that all necessary measures are taken to minimise any identified risks to children (voluntary part of the Childcare Register)
- ensure procedures are in place and followed for the protection of children, intended to safeguard them (voluntary part of the Childcare Register).

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	229085
Local authority	Birmingham
Inspection number	928589
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	50
Name of provider	Marie Barfield
Date of previous inspection	16/10/2008
Telephone number	0411 202 038/ 0403 3

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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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