

# Magic Moments Out of School Clubs at Lickey Hills Primary School

Lickey Hills Primary School, Old Birmingham Road, Lickey, BIRMINGHAM, B45 8EU

## Inspection date

Previous inspection date

30/09/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 4

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

- Staff are not aware of policies, procedures or their responsibilities within the setting, compromising children's health and safety.
- Poor organisation of routines and space, a lack of suitable resources and an ineffective key person system means children's needs are not met.
- Accurate records and information relating to children and staff is not maintained in order to promote children's health and safety effectively.
- Effective communication has not been established with the school, nursery or parents to ensure information is shared. This means children's care, learning and development are not effectively promoted.
- Systems are not in place for staff to reflect on and evaluate their practice in order to make necessary improvements.

### It has the following strengths

- Staff are friendly, warm and welcoming and children are happy to seek them out for help if required.

## **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 had discussions with the registered person, deputy manager and staff.
- The inspector observed children engaged in indoor and outdoor play activities.
- The inspector observed children having tea.

## **Inspector**

Sally Smith

## **Full Report**

### **Information about the setting**

Magic Moments Out of School Club was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four privately owned childcare settings in the Magic Moments group. The setting operates from Lickey Hills Primary School, on the border of South Birmingham and Worcestershire. They have use of the main school hall and occasional use of an adjoining hall. All children share access to an enclosed outdoor play area.

The setting is open each weekday from 7.50am to 8.50am and 3.20pm to 6pm during school term-time. The setting provides a holiday play scheme. Children attend for a variety of sessions. There are currently 94 children on roll, 28 who are in the early years age group. The setting is for children who attend the school.

The setting employs nine members of staff. Of these, seven hold appropriate early years qualifications at level 2 and 3. The deputy manager has a degree in Early Childhood Studies and the registered person holds the Early Years Professional status.

### **What the setting needs to do to improve further**

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

- ensure that all staff are confident in their knowledge of the Early Years Foundation Stage so that they can effectively support children's learning and development through planned, purposeful play
- ensure that induction procedures are in place so that policies and procedures are known, understood and implemented consistently by all staff and they are clear of their roles and responsibilities so that children are safeguarded and their welfare, learning and development are effectively promoted
- ensure that a key person system is in place when children start at the setting so that each child's care is tailored to meet their individual needs
- organise the premises and equipment effectively so that children can relax and play quietly when they choose and they have access to resources that promote learning and challenge them both in and outdoors
- ensure that fresh drinking water is available and accessible at all times so that children's health and well-being is promoted
- obtain and record all relevant information for each child and member of staff, ensuring that these records are easily accessible and available so that children's safety and welfare is promoted
- engage with parents, the school and nursery to enable effective communication sharing and discuss the support the setting intends to offer, in order to complement learning in settings where children in the Early Years Foundation Stage spend more time
- provide parents with all relevant detail, including the ranges and types of activities available for children and the policies and procedures, with particular regard to the complaints procedure, so that parents are fully informed about the setting
- use reflective practice and evaluation to identify the setting's strengths and priorities for improvement so the needs of all children are met.

## Inspection judgements

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

The setting does not meet the educational needs of all of the children who attend. Children in the Early Years Foundation Stage are continuously cared for with the older children in the school hall. Due to its acoustics, noise levels are exceedingly loud and young children are completely overwhelmed by the exuberance and enthusiasm of the older children. Staff have not differentiated between the needs of the older and younger children. In addition, the poor organisation and lack of activities aimed at young children means that staff are unable to focus on their individual needs. As a result, their learning and development needs are overlooked. Children attending this setting come from both the nursery and reception class within the school. While it is recognised that the setting has only been operational for a few weeks, no discussions have taken place with parents, teachers or nursery staff to gain even basic information about children's likes, dislikes or starting points in their learning. This means that as yet, staff do not have a secure knowledge of each child's current stage of development and are unable to provide a consistent and complementary approach to children's learning.

Detailed and comprehensive planning for the educational programmes is completed by the manager and deputy of the setting, although other staff do not take an active part in this. Planning was not readily available during the inspection but locked in a cupboard. As a result, staff are not aware of the focus for children's learning in the Early Years Foundation Stage and how to support them effectively. When the planning was shown to the inspector, it was evident that many of the resources and activities specified were not available, such as sand, water and persona dolls. Therefore, planning does not provide an accurate account of what is happening or shape the learning experiences for children effectively. Some staff admit to having a limited understanding of the learning and development requirements and, therefore, are not confident or secure in the intended learning of the activities they are providing.

The day-to-day organisation and management is chaotic and very much about supervising children and being mindful of where they are, rather than engaging in their play. The layout of the room is not conducive to the needs of young children. Staff are unable to sit and interact with children in a calm and relaxed environment and tune into their needs. There are no areas where children can concentrate and enjoy quieter activities, such as looking at books, or cosy areas where they can sit and chat or play in a snug den. Resources are very much aimed at older children and there is little to motivate and excite younger children to be imaginative, investigate and explore. When possible, staff join in children's games, but too often children are left to their own devices with insufficient direction from staff. This means there is no real purpose to children's play. At times, children have access to a large outdoor play area where they can run around freely and enjoy the freedom this space provides. They enjoy using the climbing wall to develop their confidence and balance. However, there is little in the way of equipment to develop their physical skills. Staff do not consistently provide children with a challenging environment to support and extend all areas of their learning and development.

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

Children's care and emotional needs are not being adequately met. The nominated person and staff have not made adequate provision for settling children into the out of school provision. Rather than assign children with a key person at the start of the placement, staff are providing children with opportunities to build close bonds with their own chosen member of staff. However, adequate consideration has not been given as to how children settle in the interim period to ensure their individual needs are met. Relationships have not yet been established with parents, school and nursery to ensure that accurate information is shared and transitions are smooth. In spite of this, staff are warm and friendly and children happily seek them out when needed. Most of the resources, toys and equipment are aimed at older children, with little available to meet the younger children's needs. Consequently, resources rarely challenge or engage their interest sufficiently and, therefore, their all-round development is not appropriately supported.

Generally, children are encouraged to be physically independent in their self-help and toileting skills. Children wash their hands at appropriate times, for example, before having their tea. Staff are on hand to check that they have done so when they sit down to eat. Children are provided with teas and while these are healthy, there are considerable inconsistencies in what children are given. For example, one day it may be a hot meal and on other days it may consist of a crumpet. It is evident that some children do not like what is on offer but alternatives were not provided on the day of inspection. As a result, these children went without eating anything at all. This means their individual needs are not addressed. Children are given opportunities to serve their own food and help themselves to second portions if required. However, further opportunities to promote their independence are limited. Children are not provided with fresh drinking water during the session which is a breach of legal requirements.

Staff have not clarified expectations and boundaries with children formally, for example, through discussion. As a result, some children run around quite boisterously showing little regard for other children, therefore, compromising their safety. When staff do observe this, they remind children to walk. Despite this, children generally behave well, playing together harmoniously and sharing the resources available.

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

Leadership and management are inadequate. This inspection was brought forward by Ofsted, because concerns had been raised regarding adult to child ratios and general supervision of children. This setting has very recently opened and numbers of children registering to use the out of school provision continue to increase. On some days there are up to 78 children attending at any one time. While the inspection evidence found that there are sufficient staff present, the needs of those children in the Early Years Foundation Stage are neglected. During the inspection, the nominated person did not have an accurate awareness of how many staff were present or a precise knowledge of their qualifications. Staff details were not on site and, therefore, he was unable to verify which staff were suitably qualified. Despite the nominated person having substantial early years

experience and owning several other provisions, suitable and effective measures are not in place to ensure the setting is meeting all the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff spoken to demonstrate a suitable and common-sense approach to child protection. They know that any concerns are reported to the designated safeguarding persons within the setting. However, they do not have sufficient knowledge of other statutory agencies with responsibilities to whom any concerns should be reported. In addition, they have not been made aware of what to do should an allegation be made against themselves or if they have any concerns about the behaviour of their colleagues. The process of inducting new staff is weak and time has not been given to ensure they are aware of the setting's policies and procedures. In addition, they do not they have a clear understanding of their roles and responsibilities. As a result, children's safety is compromised.

Many staff are currently drafted in from other settings on a daily basis to ensure correct ratios are maintained. They are unfamiliar with the setting and do their best to slot in where they see fit. In addition, there is little opportunity for the permanent staff to meet together to plan for each session. Therefore, their time is spent ensuring that children's basic care needs are met. The management team spend much of their time engaging with parents, ensuring staff are suitably deployed, dealing with administrative tasks and overseeing the departure of children. This means they are unable to provide direction and guidance for staff. As a result, there is little staff cohesion or a clear understanding of who is doing what. They are fully aware of the weaknesses within the provision but have limited opportunities for staff to meet together. Systems are not yet embedded to reflect on and evaluate practice or establish a clear plan of action to drive continuous improvement. This has a significant impact on the care, safety and welfare of the children.

Policies and procedures are not shared with parents. They are unaware of how the Early Years Foundation Stage is delivered in the setting or the range and types of activities available. They are not provided with details of how to make a complaint should they wish to do so. Documentation required for the safe and efficient management of the provision is poorly organised and furthermore most of it is unavailable for inspection, as required. Although the nominated person confirms that appropriate checks with regards to staff's suitability have been undertaken, such as Disclosure Barring and Service checks, these were not available for inspection. Registration forms are completed for each child but do not contain all of the necessary detail required to ensure that children's safety and well-being is promoted. There is a lack of communication between the school, parents and the setting with regards to which children are attending the setting on any given day. For example, the inspector observed a child being taken to the school reception desk as he had not been collected by his parents. After consultation with staff in school, the child was taken into the setting, and although he was registered, the setting were unaware that he was attending that day. Systems are not in place to share information with parents or teachers about children's development. These failures to meet legal requirements compromise children's safety and their ability to make progress in their learning and development.

The staff are friendly and communicative with parents when children are collected. They are building relationships in order to establish a positive rapport. The setting acknowledges their shortcomings and knows that much is required to 'get things right'.

The nominated person through discussion demonstrates commitment to ensuring that the appropriate measures are put in place so that improvements are made. He, along with the management team, is keen to embrace help and support from the local authority so that actions are prioritised to enhance all aspects of care, learning and development for the children.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- ensure that information about the activities children undertake and copies of the written statements of safeguarding and complaints procedures are made available to parents (compulsory part of the Childcare Register)
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse and neglect (voluntary part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- ensure that information about the activities children undertake and copies of the written statements of safeguarding and complaints procedures are made available to parents (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

<b>Unique reference number</b>	EY464259
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	937235
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	94
<b>Name of provider</b>	Magic Moments Childcare Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01214451992

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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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