

# Maxi-Mums Kids Club

Millfield Primary School, Coleshill Street, Fazeley, Tamworth, Staffs, B78 3RQ

## Inspection date

29/11/2013

Previous inspection date

03/06/2009

## The quality and standards of the early years provision

**This inspection:**

3

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 3

The effectiveness of the leadership and management of the early years provision 3

## The quality and standards of the early years provision

### This provision requires improvement

- Children enjoy the freedom to choose to play indoors or outdoors, which develops their independence and decision-making skills.
- Children enjoy their time in this relaxed and welcoming club and show interest in the activities and experiences provided for them.
- Children benefit from developing friendly relationships with adults and their peers, which helps them to settle and feel safe and secure.

### It is not yet good because

- Staff do not use their role as key person to build relationships with children and parents from the beginning of the placement. This results in some children's care not always being tailored to meet their individual needs.
- Staff do not formally discuss the support they intend to offer each child, with parents, carers and other practitioners, such as school teachers, at the beginning of the placement, in order to complement the learning children achieve at school.
- Staff do not consistently provide children with appropriate messages to reinforce their understanding of how to keep safe in relation to the storage of coats and bags and the importance of having a drink.

## 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 mobile classroom, information technology suite within the school and the outdoor areas.
- The inspector held meetings and discussions with the providers and spoke to most staff present.
- The inspector took account of the views of parents and carers spoken to on the day of inspection and recorded as part of the club's self-evaluation.
- The inspector spoke with staff and children about the daily routines, children's individual learning and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, health and safety and checked evidence of suitability and qualifications of all staff working with children.

## Inspector

Dianne Adams

## Full report

### Information about the setting

Maxi-Mums Kids Club opened in 2006 and is privately owned. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from a mobile classroom located in the playground and a classroom and the school hall within the school building of Millfield Primary School, in Tamworth, Staffordshire. There is an enclosed area available for outdoor play.

The club employs nine members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and 3, including the manager who has Qualified Teacher Status. The club is open each weekday from 7:30am to 8:50am and 3:00pm to 5:45pm. A holiday play scheme operates during the summer holidays. Children attend for a variety of sessions. In total there are currently 115 children attending.

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

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

- ensure each child's key person engages with parents and all staff within the club, from the beginning of the placement, to ensure children's care and learning is consistently tailored to meet their individual needs.

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

- develop the two-way communication with parents and carers and other practitioners, such as school teachers, at the beginning of the placement, to discuss the support the club intends to offer, in order to complement children's learning
- improve children's understanding of good practices with regards to having a drink to contribute to their good health and to learn how to store coats and bags safely, in order to keep themselves and others safe.

## Inspection judgements

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

Overall, staff are experienced at working with children and have a secure understanding of how to help children relax and initiate their own play. As a result, children are motivated, occupied and interested in the activities and experiences provided for them. Staff recognise that children have had a busy day at school and so their choices are paramount,

which means children can be physically active by playing outdoors or they can choose to stay indoors where they can be creative and play more quietly. All children enjoy going outside where they engage with their friends, sitting and chatting about their day at school together. On occasion, staff engage with them and share in their enjoyment, using some opportunities to extend their learning. For example, staff enjoy playing ball games with children and support them to follow the rules and co-operate with each other. As a result, older children show care and respect towards younger children and encourage them to join in and have fun.

Staff have recently set up a 'Learning journey' document for each child in which they record any observations they have made of children's learning. Each child's key person uses the information to assess what children have achieved and what skills they need to develop next. However, staff do not formally engage with parents or school teachers at the beginning of the placement to discuss and agree what support the club intends to offer, in order to complement children's learning. In addition, the key person does not consistently share information about children's learning priorities with all of the staff team. At times, this results in some aspects of children's learning being less well-planned. For example, staff do not fully support some less confident children to express themselves and develop relationships with others, when exploring computers in the information technology suite within the school. Never-the-less all children concentrate well as they enjoy learning how to operate computers and how to access and complete different programmes. Older children confidently ask staff for help, who respond appropriately by supporting them to negotiate their way around the computer software. This ensures children maintain their focus and develop a sense of achievement.

Parents are welcomed into the club and benefit from discussing with staff the activities their children have enjoyed and participated in at each session. They are invited to events performed by children in the form of dance, song and drama and are encouraged to complete tasks and take part in competitions with their children. This helps to build strong relationships and supports parents to get involved in their children's learning.

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

Children receive a warm welcome as they arrive from their different classes and settle comfortably into the routine. They particularly benefit from accessing an environment that is familiar to them as it is on the same site as the primary school, which most children also attend. Children have relaxed and easy relationships with staff and enjoy time to talk and play with their friends. Children that are new to the club are helped to settle by all the staff team and an identified mentor, which helps them to form secure relationships with all adults. After a while each child is designated a key person, who takes on the responsibility for monitoring their progress and ensuring they are happy and settled. However, because the key person does not build up a relationship at the beginning of the placement with the child and parent, on occasion, some children's care and learning is not fully tailored to their individual needs. This does not fully support all children's emotional well-being.

Staff provide all children with the opportunity to access fresh air and be physically active throughout each session. This helps children understand the importance of physical

exercise to their health and well-being. For example, all children enjoy running around together in the outdoor environment and playing interactive games, such as football. Children are supported by staff to confidently manage their own basic hygiene needs, such as hand washing after using the toilet and are gently reminded by staff to wear appropriate clothing, such as coats when playing outdoors. Children are learning the importance of a healthy diet as they are encouraged to choose healthy options at snack time and are provided with access to drinks throughout the session. However, some staff do not always encourage all children to have a drink before playing outdoors. Children are generally learning about safety and carry out routines, such as lining up to move from one area to another, calmly and promptly. However, some opportunities to further develop children's sense of responsibility for their own and others' safety are not always used by staff. For example, staff do not explain to children the dangers of putting their coats and bags on the floor, which present tripping hazards.

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

Providers and managers understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff demonstrate a sound knowledge and understanding of child protection procedures, which includes the action to take if concerned about a child's welfare. Safeguarding policies and procedures are updated regularly and shared with staff and parents. The providers follow safe recruitment and vetting procedures, to ensure that the suitability of all staff working with children is checked, monitored and clear records are kept. This includes obtaining information about employment history, qualifications and completing disclosure and barring checks. The inspection took place after Ofsted received information that suggests the club may not be putting children in coats when playing outside, not providing drinks and not fully communicating with parents. The inspection found that staff do not use the role of key person to build a relationship up with parents and children, from the beginning of the placement. This results, on occasion, with children's care not fully tailored to meet their individual needs. In addition, staff do not consistently teach all children the importance of having regular drinks to keep healthy or how to store coats and bags safely.

The whole staff team show a commitment to developing their skills, the quality of the club and the outcomes for children. Staff routinely reflect on their practice and have opportunities to identify areas for development by attending regular performance management reviews and team meetings. This fosters a culture of teamwork, mutual respect and continuous professional development. Training in areas, such as safe recruiting and behaviour management is accessed by staff to strengthen their knowledge and understanding of current guidelines and regulations. Staff have addressed the areas for improvement raised at the last inspection. For example, self-evaluation is used to detail the strengths of the club and areas for future development and includes the views of staff and parents. The club has also developed their practice in settling new children by identifying a designated member of staff to support them during the initial settling-in period. However, the role of the key person is not fully effective in ensuring the care provided meets the individual needs of all children attending.

Staff establish a friendly and open partnership with parents and are approachable to share discussion at the end of the day if needed. Parents spoken to on the day of inspection show complete satisfaction in the service provided. They say that their children love attending the club. Children benefit from very kind and approachable staff, who pay particular attention to children's care. Staff are aware of the importance of making links with other early years practitioners, such as school teachers, so that children's individual development is supported. However, these links are not always fully effective, especially at the beginning of a child's placement, which means that opportunities to share information to maximise children's learning are missed.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY336119
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	943398
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	48
<b>Number of children on roll</b>	115
<b>Name of provider</b>	Maxi-Mums Kids Club Partnership
<b>Date of previous inspection</b>	03/06/2009
<b>Telephone number</b>	01827 475010

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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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