

Milton School Care Club

c/o Milton CP School, Leek Road, STOKE-ON-TRENT, Staffordshire, ST2 7AF

Inspection date	02/12/2013
Previous inspection date	17/09/2008

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
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

- Recommendations from the previous inspection have not been actioned; assessment is not being effectively used to plan activities which are accurately matched to the learning and development needs of the children within the Early Years Foundation Stage.
- Children are not provided with adult-led activities, this means any gaps in learning and development are not addressed through purposefully planned activities.
- The management team does not have a secure understanding of its role and responsibilities and the setting has yet to develop a system for self-evaluation. As a result, some legal requirements are not met, targets for improvement are not identified and any staff underperformance is not swiftly addressed.
- There is no key person system embedded in the setting to ensure that the care and learning needs of the youngest children are fully met and that strong relationships are built with parents.

It has the following strengths

- Staff are good role models for children and have developed suitable relationships with children which helps to promote their emotional well-being.

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 play and learning activities and spoke to staff and children in the indoor environment.
- The inspector carried out a joint observation with the manager.
The inspector looked at evidence of suitability of staff working within the setting and a range of documentation, policies and the setting's arrangements for self-evaluation.
- The inspector took account of the views of parents spoken to on the day.
- The inspector carried out a meeting with the manager of the setting.

Inspector

Kerry Wallace

Full report

Information about the setting

Milton School Care Club was registered in 2001. The setting operates from one room which is situated in Milton Primary School. Children also have access to the school hall, playground and fields. It serves the families and children of the host school. The setting opens Monday to Friday during school term times; sessions are from 7.30am to 8.50am and 3.15pm to 5.45pm. Children are able to attend for a variety of sessions.

A holiday club also operates Monday to Friday from 8.00am to 4.30pm during main holiday periods. There are currently 39 children on roll aged between three and six years, of these, four are in the early years age group. The setting is committee run, there is a manager and two members of staff who all hold a level 3 early years qualification. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

What the setting needs to do to improve further

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

- implement an effective key person system to ensure that the care and learning needs of the youngest children are fully met
- ensure there is sufficient adult-led activities planned to meet the individual learning needs of the youngest children attending who are within the early years age range, and use observation and assessment more effectively to identify and plan activities that are linked to what these children need to learn next
- improve systems for effectively identifying weaknesses in staff practice and addressing any under performance
- ensure the management team are fully aware of their roles and responsibilities in relation to statutory requirements of the Early Years Foundation Stage
- make sure all required records are kept on the premises and available for inspection by Ofsted on request, particularly in relation to the records of any complaints made and evidence of training certificates.

Inspection judgements

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

Overall, the quality of teaching and learning is satisfactory. Children happily enter the setting and are familiar with the routine. They cheerfully sit chatting with staff and their friends after a day at school. Staff ask them thought provoking questions to make them think, such as 'tell me about your day', and listen with interest to what children have to say. This helps to extend children's communication and language skills. However, there has been no attempt to address the previous recommendation to use assessment more effectively to plan activities which are accurately matched to the learning and development needs of the children within the Early Years Foundation Stage. Staff do not formally observe children's learning to assess their progress and do not attempt to close gaps with children who they have identified as having delays in their development. As a result, children's next steps in their learning and development are not being identified. An example of this was when a child showed an interest in using the computer, but was given software that the manager knew would not meet the child's needs as it required extensive use of a mouse which she knew the child struggled with. Consequently, the child did not engage with the computer for long and became frustrated with it. This does not effectively promote children's self-esteem or meet their learning needs.

Staff create a welcoming environment for children. Before children arrive, staff set out the playroom with a variety of toys and equipment that is suitable for the age range of those attending. There is a corner that hosts a play station and other interactive games, which children are encouraged to share and take turns. However, most toys and resources are not easily accessible because they are stored in cupboards or drawers. Therefore, this inhibits the choices children can make during their play. Children show interest in the toys available and select resources with confidence, however, staff fail to identify appropriate age related computer software for children to use. There are appropriate opportunities provided for children to make marks, to write and draw pictures. They use speech to explore real and imagined experiences, as staff engage them as partners in conversation and imaginary play, therefore, promoting communication and language development. Activities provided are mainly free play or child initiated, and there is no evidence that staff plan any adult-led activities in order to help close any gaps in learning and development and balance children's experiences with those they receive in school.

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

Children are confident and relaxed and have developed close relationships with staff in the setting, this promotes their emotional well-being. Staff are deployed effectively to ensure ratios are met and have been in the setting for several years; this promotes consistency and enables staff to build positive relationships with individual children. As a result, children feel secure. Although the staff know the children well, as it is a small group, the younger children are not allocated a key person, whose role is to ensure that every child's learning and care is tailored to meet their individual needs. This is a legal requirement in

relation to those children who are within the early years age group, and is important in building strong relationships with parents and the other settings children attend so that a successful, shared approach to all aspects of children's learning and well-being is developed.

Children demonstrate sound levels of self-esteem as staff are attentive to all children, welcome their views and opinions and use positive strategies when dealing with behavioural issues. Children are familiar with the daily routine and snack time. Most children are able to manage their own personal needs, although, staff do not encourage them to wash their hands before eating to support their understanding of good hygiene practices. For example, snacks are merely given out by staff and do not offer children the opportunity to socialise and relax whilst eating. As a result, staff do not make the most of snack times to promote children's personal and social development. Staff are aware of any children with dietary requirements or allergies to specific foods and ensure these are met.

Children are well-behaved and understand the need to share, take turns and be kind to their friends and staff encourage them to resolve minor squabbles and disagreements as part of their ongoing development.

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

Leadership and management of the setting is inadequate. Actions from the previous inspection have not been addressed. This means that observation and assessment of children has not been fully developed to identify their achievements sufficiently to plan activities to accurately identify what they need to learn next.

The setting's self-evaluation has not been updated for over a year and so does not reflect current practice in the setting or take into account the revisions made to legal regulations. As a result, all policies and procedures concerning children, including the complaints procedure, require updating and reviewing to ensure they reflect current practice and meet current statutory requirements. During the inspection, records were not accessible at the setting, including details of complaints and how these have been dealt with. It is a statutory requirement of the Early Years Foundation Stage and both parts of the Childcare Register to have these available for inspection. Other records not available included safeguarding certificates for all three members of staff. As a result, recent training could not be verified to establish whether staff have received current child protection training.

There is sometimes confusion over the different roles and responsibilities held by the manager and the management committee, who are the registered body with overall responsibility for meeting legal requirements. This is particularly evident in relation to handling complaints and appraising staff conduct and practice so that under performance is identified and monitored. In addition, the setting has yet to develop an effective process of self-evaluation. This means that aspects of the provision are not evaluated and some areas for improvement, such as ensuring legal requirements are met, monitoring staff performance and making sure a key person system is in place have not been fully

identified.

Through daily safety checks, staff take practical steps to eliminate hazards both indoors and outdoors. Staff have implemented a suitable system of monitoring visitors and maintaining the security of the premises to enhance children's safety. The safeguarding policy has been updated to include guidance on the appropriate use of mobile phones within the setting and a poster has been displayed on the entrance door to remind parents and visitors of this. This ensures that children's safety is promoted in the setting.

Parents and carers are warmly welcomed and those spoken to on the day report they are happy with the service provided, as it is friendly and their children enjoy attending. The partnership with other providers delivering the Early Years Foundation Stage is developed appropriately, although, is affected by the lack of a key person system and so impacts on children's well-being and the continuity of learning offered.

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:

- the registered person must keep a written record, for a period of three years, from the date of complaints including the outcome of the investigation and the action the provider took in response (compulsory part of the Childcare Register)
- The registered person must produce for Ofsted, on request, a list of complaints made during the previous three years. (compulsory part of the Childcare Register)
- the registered person must keep a written record, for a period of three years, from the date of complaints including the outcome of the investigation and the action the provider took in response (voluntary part of the Childcare Register)
- The registered person must produce for Ofsted, on request, a list of complaints made during the previous three years. (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	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

Unique reference number	260345
Local authority	Stoke on Trent
Inspection number	876616
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	39
Name of provider	Milton School Care Club Committee
Date of previous inspection	17/09/2008
Telephone number	07849 130224

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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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