

Magic Moments Out of School Clubs at Lickey Hills Primary School

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

Inspection date	10/03/2014
Previous inspection date	30/09/2013

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		3

The quality and standards of the early years provision

This provision requires improvement

- Young children are happy and settled at this lively and friendly out of school club. They enjoy being with their friends and are busy and focussed during, in the main, rewarding activities.
- The manager and staff's accurate assessments and good information sharing with the school ensure they plan activities which complement children's learning at school and promote their good progress.
- Positive relationships with the school and parents ensure that children's needs are fully understood and effectively met.

It is not yet good because

- Occasionally staff are not effectively deployed to ensure that the qualification requirements of the Early Years Foundation Stage and both parts of the Childcare Register are met.
- There is scope to enhance information sharing with parents about their children's progress and to provide more exciting outdoor learning opportunities for children.

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 two halls and the adjacent outside play area.
- The inspector held meetings with the owner and manager of the setting and spoke to the head teacher of the school and vice-chair of governors.
- The inspector spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the owner's improvement plan.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to during the inspection.

Inspector

Rachel Wyatt

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 three 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. It is located in two adjacent halls and children have access to other school facilities such as the library and IT suite. The children use the adjacent enclosed playground and also have opportunities to use the adventure play area and school field. The setting employs 10 members of staff. The manager has a degree in Early Childhood Studies and four other staff have level 3 early years qualifications. The owner has Early Years Professional status. Staff from the owner's nearby nursery provide cover if any of the setting's staff are absent. The setting is open each weekday from 7.30am to 8.50am and from 3.20pm to 6pm, during school term-times. Children attend for a variety of sessions. There are currently 118 children on roll, of whom 20 are in the early years age group. The setting provides care for children who are pupils of the school or who attend the school nursery. There are close links with the school.

What the setting needs to do to improve further

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

- improve the deployment of staff to ensure qualification requirements are consistently met.

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

- enhance the planning and organisation of outdoor activities to enable staff to interact more with children and to offer them more exciting and challenging activities
- consolidate information sharing with parents about their children's learning in order to strongly promote each child's development over time.

Inspection judgements

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

Children are happy and settled at this lively, welcoming out of school club. They are keen to join in the rewarding, well-presented activities. The manager and staff confidently plan and organise activities and experiences which foster children's purposeful play and good

progress. They ensure these activities reflect children's interests and incorporate their individual learning and development needs. The manager and staff know how well children are progressing and which aspects of their development to focus on next, as a result of their regular observations, accurate assessments and good information sharing with the school's early years staff. In their planning, staff include aspects of school topics as well as children's choices and ideas. For example, as part of a current focus on books and stories children have asked for activities featuring pirates and princesses. In addition, children regularly refer to a selection of photographs of equipment and resources so they can show staff what they would like to play with at the next session they attend.

Staff successfully complement children's learning at school, building on their skills and understanding, in a relaxed play-based environment. They usually interact well with children, joining in their activities to help them to concentrate, to explore and to be imaginative. For example, staff and children engage in lively discussions as they dress up, act out roles, make jewellery and colour in pictures linked to the current theme. Children particularly enjoy relaxing and chatting to their friends, for instance at meal times or as they sit together at an activity or outside. They know when it is important to be attentive and listen carefully, for instance when all age groups join together for registration and discussions before they go to school. Children like looking at books and listening to stories in the cosy book area and when they go to the school library. They confidently use information technology, either as part of the quietly enthusiastic group of children who take turns in playing different computer games, or when visiting the school's IT suite. All children relish being outside and being active. Young children take part in frequent football games, often organised by other children, and in different parachute games led by staff. They are curious, eagerly exploring sand or water, or observing how fast larger toy vehicles whizz down the slope leading from side entrance to the hall.

Parents are encouraged to tell staff about their children's interests and abilities because this helps them to get to know children and to plan more accurately for them. They make sure parents know about the range of activities and experiences provided in the setting and talk to them about what their children have enjoyed and achieved. However, the manager and staff recognise there is scope to consolidate their information sharing with parents about their children's next steps for learning in order to strongly promote each child's development over time.

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

Children are happy and confident at the out of school club. Staff support them well in their role as key persons and during well-managed routines, including school collections and drop-offs. Adults make sure children know what is happening next and what is expected of them and they readily respond. As a result, there is a much calmer atmosphere and children of all ages get on and behave well.

Staff skilfully promote children's social and emotional well-being. They are approachable and kind, spending time chatting to children, helping them to settle when they arrive at the setting in the morning or after school. Children clearly enjoy the company of their designated key person but are also confident to socialise and learn with other staff. They

help young children to relate well to other children, supporting them in sharing, being kind and helpful. During sessions, children of different ages often spend time together, chatting or playing cooperatively. For example, during the later afternoon snack time everyone sits together and there is a real buzz of conversation while they relax and enjoy a meal. Children also acknowledge and celebrate each other's achievements, for instance when playground awards are discussed and given out in the morning before school.

Child who attend the out of school club are all pupils of the school or the school nursery. They are, therefore, familiar with the school premises, surroundings and routines. However, staff at out of school club and at school recognise the importance of ensuring continuity for children and helping them to make smooth transitions between the two settings. For example, they have set up effective information sharing between themselves and including parents, so that they are all aware of any matters relating to children's care, health, safety or behaviour. Staff work together to ensure children's transfers between the school and out of school club and vice versa are calmly and safely managed.

Children are encouraged to have a good understanding of how to be healthy. They love being outside and staff ensure they have every opportunity to be active and to relax with their friends outdoors. Children are sensitively supported in being independent in seeing to their personal hygiene and toileting and are encouraged to look after and hang up their coats and bags. Children are able to make healthy choices of what to eat and drink at breakfast time and in the afternoon. Their suggestions are included in menus. Since the last inspection drinks of water are always available throughout each session.

Staff supervise children carefully and ensure they are looked after in safe and secure surroundings. They are encouraged to be energetic outdoors but also to be aware of others and to safely use equipment and apparatus. Children show they understand when they need to line up, walk sensibly and to listen carefully.

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

Children and families benefit as the owner has organised a designated team of staff who are assigned to the out of school club. However, there are occasions when staff are not effectively deployed to ensure minimum qualification requirements are met. When this happens, the owner is not meeting the requirements of the Early Years Foundation Stage or of the compulsory and voluntary parts of the Childcare Register. The impact on children's welfare is less significant because all the staff, including those who are not qualified, are now more confident about their roles and responsibilities. Since the last inspection, the quality of their teaching and their planning and organisation of activities and routines has improved. This is due to the enthusiastic manager's increasingly strong leadership and as a result of relevant early years training they have attended. Less experienced staff are also mentored and supported by colleagues, for instance in their work as early years key persons.

Since the last inspection, other improvements have been made which positively impact on the safe and effective organisation and management of sessions and routines. For

example, the staff have confidently taken on the role of key persons, supporting and monitoring the learning and development of children in the early years age group. In addition, each member of staff is a key person for a specific year group of children, in particular supporting their safe and smooth transitions between the school and setting at the start and end of each school day. These routines are well-managed, providing time for children to chat to their key person and prepare for going in to school or the out of school club session.

The owner, manager and staff, in partnership with the school, have reorganised the use of facilities. The out of school club is now based in two adjacent halls, giving children more space and, to some extent, diffusing noise levels. A good range of activities are offered indoors, including those planned for younger children in the 'small' hall. Staff set out designated areas for quieter activities, meals and where children can relax. Younger children have their own place to hang their coats and store their bags. Staff have also adapted collection and drop off procedures so that, for instance in the afternoon younger children are collected from nursery and reception and settle in at the out of school club before any other children arrive. All these measures have helped younger children to be confident and comfortable at the setting.

Improved observation and assessment procedures and good information sharing between the manager and early years staff at school has strengthened planning for children's next steps. More accurate monitoring of their progress has in turn given the manager and staff a better understanding of the quality of teaching and the impact of the educational programme. However, they are not always so successful at planning and organising consistently exciting activities outdoors.

The manager and staff effectively safeguard children. They have attended up-to-date safeguarding training and have clear procedures to follow and refer to. For example, a member of staff promptly reminds someone collecting a child, that mobile phones must not be used in the setting. The manager and staff have also implemented robust information sharing between themselves, parents and the school to ensure they all know about any incidents or matters which might impact on children's welfare, health and safety. Staff carefully supervise children and are vigilant about ensuring their safe collection.

Strong partnerships with parents and carers and the school ensure the manager and staff effectively promote children's care, learning and development. Parents recognise the improvements made to the range and quality of activities. They highlight their appreciation of the staff's care for their children and the individual support given to themselves. Positive relationships with the school have had many benefits. The owner, manager, school head, governors and other school staff effectively work together in many different ways to ensure consistency and continuity for the children who attend the out of school club and to improve the quality of the setting's provision for their care, learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Not Met

The requirements for the voluntary part of the Childcare Register are

**(with
actions)**

**Not Met
(with
actions)**

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

- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 (compulsory part of the Childcare Register).
- ensure at least one person has successfully completed a qualification at a minimum of level 2 in an area of work relevant to childcare or training in the core skills as set out in the document 'common core skills and knowledge of the children's workforce' (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	EY464259
Local authority	Worcestershire
Inspection number	952794
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	80
Number of children on roll	118
Name of provider	Magic Moments Childcare Ltd
Date of previous inspection	30/09/2013
Telephone number	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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