

Marmadukes Abbey Kids Club

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

Inspection date

22/04/2014

Previous inspection date

23/07/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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 2

The quality and standards of the early years provision

This provision is good

- Children have a lovely time in this fun-filled environment. They take part in a range of organised activities, which is wholly suitable for this type of provision.
- Children receive very good levels of care from a strong and established team of staff who have a lovely rapport with the children. This results in children who are secure, happy and confident to express themselves, supporting them to develop a positive attitude to school and future learning.
- Children are well protected by robust risk assessments and sensible procedures, which ensure that they are always well supervised and cared for. They develop an understanding of how to take measured risks through regular reminders and clear guidelines from staff.
- The registered person, manager and staff are actively involved in the identification of the strengths of the provision and areas for further development. The views of parents, children and other professionals are also sought and well considered in improvement strategies.

It is not yet outstanding because

- There is scope to enhance the role play area to better promote children's interest and engagement.
- Children do not have a designated area to enable them to relax, unwind or play quietly after busy activity sessions to further promote their enhanced sense of 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 activities in the main playroom and children having their lunch time meal.
- The inspector spoke to staff and interacted with children throughout the inspection and also held a meeting with the registered person and manager.
- The inspector looked at planning documentation, evidence of suitability of practitioners working in the setting and a range of other documentation.
- The inspector took into account the views of parents and other professional views from documentation available and also from children spoken to on the day.

Inspector

Patricia Dawes

Full report

Information about the setting

Marmadukes Abbey Kids Club was registered in 1992 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on church premises in the Erdington area of Birmingham and is managed by a sole provider. The club serves the local and surrounding areas and is accessible to all children. It operates from a large demountable building within the church grounds. All children share access to the adjacent school playground. The club is open Monday to Friday during term time, from 7.45am to 8.45am and from 3.10pm to 5.30pm for children attending the school. The club provision is open daily to the local community during school holidays from 7.45am to 5.30pm, except for the Christmas holiday. Children attend for a variety of sessions. There are currently eight children attending who are in the early years age group. The club employs seven members of childcare staff, six of whom hold appropriate early years qualifications at level 3 and 2. The club receives support from the early years team and is a member of the Play Care Network and Allied Out of School Club.

What the setting needs to do to improve further

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

- promote children's well-being further by providing an area for children to be able to relax or play quietly after busy activity sessions
- make better use of resources, particularly in the role play area, by making them more accessible and inviting to provide children with consistently good quality learning experiences to keep them motivated and engaged.

Inspection judgements

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

Children are happy and enjoy coming to the holiday club to take part in a variety of fun activities. They are actively involved in planning and staff work well to accommodate children's preferences and support their progress. Staff are skilled at identifying children's next steps in learning and ensure that individual interests, capabilities and ages are taken into account in the planning of activities. Children relate well to their peers and staff who support and encourage them to develop in confidence. Staff members join children in their play, guiding and helping them with their chosen activity. They consistently foster children's language development through conversations and offering ideas. They observe children and make notes in the children's journals, which include photographs as a record of their learning and development. Good systems, such as a communication book, are used to track children's progress so this information is able to be shared between staff, parents and school.

While the provision is well resourced overall, there is scope to enhance the learning environment further, particularly in the role play area, to enable children to make further choices. For example, by making this area more appealing and inviting and the resources more accessible to extend children's enjoyment and achievement. Staff create a secure environment where children demonstrate a sense of trust and develop warm relationships with adults and peers. Younger children are paired initially with a 'buddy' who helps them to settle, find friends and gain confidence in their new environment. Good organisation of resources promotes inclusion and provides free choice to encourage children's independence in initiating their own play. Ample opportunities are provided for all children to write for a purpose, such as learning to recognise and write their own names and to use their phonic knowledge for linking sounds and letters. They practise their writing skills in a variety of ways, using pencils, crayons, chalks and paintbrushes. Children develop their understanding of mathematical concepts as they enjoy playing table top games that require them to count or play bingo, where the older children help younger children to check and mark off their numbers on the card. Celebrating festivals of different religions and cultures all through the year, and a selection of resources depicting positive images of diversity, help children to understand and respect the values of others.

All children appear emotionally secure. They enjoy their environment, converse freely with staff and visitors and are confident and content. Older children help and support younger children, including them in their play and helping them with activities. Children spend long periods of time engaging in imaginative play with small world resources, deciding together how far away the planets are and talking about the Milky Way. They enjoy being creative at the art table, designing their own patterns on a small glass. During children's self-initiated play, staff members are focused on building and complementing what children are learning at home and at school. Staff actively engage parents to share children's prior skills, knowledge and understanding through the use of an 'all about me' sheet. Parents have opportunities to be involved in their children's learning and development through daily conversations with their children's key person as they drop off or collect their children. Information about their children's learning and development is also available for them to see in the art work and photographs displayed around the room.

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

Children tell their parents and visitors that they enjoy attending the club. They are happy to stay and play when they arrive and they enjoy positive relationships with staff members and other children attending the club. Daily discussions with parents ensure children benefit from continuity and consistency in their learning to support them as they make the transition between home, school and the club. Positive engagement and spontaneous praise and encouragement from staff throughout the day help to develop children's confidence so that they feel secure and try out new things.

The room used by the club is welcoming and safely set out in clear learning areas, however, children do not have a designated space to enable them to relax, unwind or play quietly after busy activity sessions to further enhance their sense of well-being. Staff are

fully aware of the importance of the three prime areas of learning and developing children's confidence so they can make their own play choices and initiate their own learning. Children are able to successfully manage their own behaviour. They are effectively supported to manage their feelings and behaviour. They play cooperatively in groups and are becoming increasingly independent. They select and choose activities and enjoy the responsibility of carrying out small tasks, such as tidying up toys. Older children are sociable and confidently engage with staff and support the younger children in the club. All staff members are positive role models and take time to praise children when they show kindness to others, for example, when they include others by sharing and taking turns. As a result, children enjoy a very pleasant environment, which supports their well-being and enjoyment of all activities.

All toys and play equipment are effectively maintained by staff who check them daily. Children are able to play happily and securely because the resources and play area are safe and suitable. Topics and discussions are used well by staff to help to support children's understanding of safety issues, such as stranger danger, road and fire safety. Children are learning to play safely through regular reminders from staff. They respond well to clear guidelines as they independently take themselves to the toilet or practice the fire evacuation drill within the club. This means children are developing an understanding of how to keep themselves safe in an emergency. Play activities throughout the day, such as competing in team games, football and dancing, provide good opportunities for exercising and having fun. Children are effectively supported to develop a good awareness of the importance of a healthy lifestyle through interesting activities, such as drawing their own health food plate. Children enjoy sociable meal times in the club, where they are encouraged to serve themselves and help to tidy away. Staff encourage children to express their views and make choices. This contributes to the level of their self-esteem and general well-being.

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

The safeguarding and welfare requirements of the Early Years Foundation Stage are understood by the staff and are well met. Policies and procedures are continually reviewed and all of the required documentation is effectively maintained. Staff have a clear understanding of safeguarding children in relation to child protection issues. They have attended recent training on safeguarding and are fully aware of their responsibility to report any concerns. Systematic recruitment and vetting procedures, including a detailed induction of new staff helps to ensure that children are safe. The security of the premises is given a high priority and is well maintained throughout. To eliminate hazards, a detailed risk assessment and daily safety checks are carried out in all areas. This ensures children learn in a safe environment without restricting their development.

Staff receive ongoing support through the appraisal and supervision process, and this helps them to identify some of their training needs and contributes towards their professional development. Regular meetings also take place between the registered person, manager and staff to review their practice. The registered person is motivated to

enhance practice through gathering the views of staff, children and parents in order to identify areas for further improvement. There is a clear improvement plan in place, which leads to better outcomes for children. Any changes made are done so with children's individual needs in mind, therefore, the group's capacity to improve is positive.

Parents' views are sought mainly through discussion and questionnaires. Children add their views in the suggestions box. Parent's comments on questionnaires include their satisfaction in relation to the high quality service provided. They regard the staff as 'very approachable and friendly.' They appreciate how well staff accommodate their children and say their children 'love to come to the club and hate to leave.' The registered person and manager has a good understanding and working knowledge of the importance of working in partnership with external agencies to ensure appropriate interventions for children should they need them. They are aware of the importance of engaging in professional working relationships with other providers. They use a communication book, which enables them to pass on messages to parents from school. Comments are also added regarding children's learning needs. This enables children to benefit from continuity and consistency in their learning, which helps support them to make the transition between school and the club.

The Childcare Register

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| The requirements for the compulsory part of the Childcare Register are | Met |
| The requirements for the voluntary part of the Childcare Register are | Met |

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 | 229085 |
| Local authority | Birmingham |
| Inspection number | 932843 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 40 |
| Number of children on roll | 30 |
| Name of provider | Marie Barfield |
| Date of previous inspection | 23/07/2013 |
| 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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