

Milton School Care Club

c/o Milton CP School, Leek Road, Stoke-on-Trent, Staffordshire, ST2 7AF

Inspection date	05/06/2014
Previous inspection date	02/12/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	4
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 their time at the club. They are provided with a wide range of activities, which are linked to their interests and consequently, they are engaged in play throughout the session.
- Staff have formed warm relationships with the children and there is a relaxed and comfortable atmosphere. Partnerships with parents are also positive and ensure that staff know the individual needs of children.
- Children's safety is generally well promoted. All exterior doors are secure and children are supervised throughout the session to prevent the risk of accidental harm.

It is not yet good because

- Snacks vary in quality and are not always nutritionally balanced. This reduces the opportunity for children to select healthy options and promote a healthy lifestyle.
- Staff appraisals do not focus sufficiently on areas for professional development. This means that there is not a continual drive to improve and develop skills for the benefit of children.
- Information from class teachers is not regularly collated and used frequently enough to support children in making the best possible progress towards their individual goals.

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 classroom and the outside learning environment.
- The inspector conducted meetings with the manager of the provision.
- 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 took account of the views of parents and carers spoken to on the day.

Inspector

Jennie Lenton

Full report

Information about the setting

Milton School Care Club was registered in 2001 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club operates from one room within Milton Primary School, Stoke-on-Trent. Children also have access to the school hall, playground and fields. The club serves the families and children of the host school. It is open Monday to Friday from 7.30am to 8.50am and 3.15pm to 5.45pm, during school term time. A holiday club operates from 8am to 4.30am during main school holidays, by prior arrangement. Children are able to attend for a variety of sessions. There are currently 41 children on roll aged between three and 11 years; of these, 14 are in the early years age group. Three members of staff work directly with the children. They all hold an early years qualification at level 3.

What the setting needs to do to improve further

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

- provide children with a range of snacks that are healthy, balanced and nutritious, so that they are able to make healthy choices on a daily basis and promote their health and well-being.

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

- obtain and use information from class teachers about children's individual targets on a regular basis to help children make the best possible progress in their learning and development
- identify ways for staff to build on their existing skills and promote a culture of continual professional development, so that new ideas and techniques are used to enhance children's experiences at the club.

Inspection judgements

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

Children are happy to attend the club and come into the classroom cheerfully. They quickly settle to favourite activities, chatting to their friends in the dome tent, making patterns with craft beads or decorating biscuits with icing and marshmallows. They chat away to staff, telling them about their day at school and discussing the activities they want to get involved in. There is a wide selection of resources on offer, based on children's interests. Computer games are enjoyed and children take turns on this popular

piece of equipment, showing good levels of maturity as they make sure younger children are also included and have a go. Staff also provide a range of adult-led activities and children have fun as they take part in competition bingo and darts, make flower pictures out of mosaics and tissue paper and get involved in dressing-up and baking activities. Children's creative skills flourish as they create pictures to their own design and satisfaction, while mathematic skills are appropriately developed as they match numbers in bingo. Their communication skills are also promoted as they chat away during their games and play imaginatively as they dress-up as favourite characters. There is also regular access to the outside areas, which belong to the school. Games of football and tennis are enjoyed and children burn off energy as they run around and make use of the large playgrounds. Consequently, children's physical development is also suitably promoted.

Staff supervise children as they play, coming alongside them to join in their activities and encouraging them to develop their skills as they count the marshmallows on their biscuit decorations or match up colours on their bead designs. Staff display suitable teaching skills, using open-questioning to encourage children to show what they know and introducing new vocabulary to promote communication skills. For example, as they spread icing onto biscuits, staff ask about what it looks like and how will it taste. Children use words, such as 'yummy' and 'delicious' and staff introduce words, such as 'scrumptious' to extend their vocabulary.

Staff are generally aware of each child's individual levels of attainment as they know the children well. They are beginning to identify individual areas for development for each child and include these into the planning. Consequently, activities are mainly pitched appropriately to help children to make steady progress. Class teachers are asked to provide information on children's targets, so that staff can complement the learning carried out in school. This remains an area for development to further support children in making better progress. There are no children currently attending with special educational needs and/or disabilities. However, staff are aware of how to work in partnership with others and they have previously worked with parents and other professionals to identify effective strategies for any child with special educational needs and/or disabilities. This helps to ensure all children are supported.

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

Children are relaxed and comfortable in the club. They display warm relationships with the staff and each other, chatting away happily and engaging in co-operative play. They all attend the same school where the club operates and are, therefore, very familiar with their surroundings. This makes it easy for children to make a smooth transition from their classroom to the club. Older children show care for younger ones as they often are used to looking out for them during the school day. As a result, there is a friendly atmosphere at the club and children show a strong sense of belonging. Children behave well and help to tidy up games after they have finished playing with them. Staff regularly praise and encourage children. This helps them to feel emotionally secure and builds positive self-esteem.

Parents provide key information to the setting to ensure that children's individual requirements are known and understood. For example, food allergies are fully discussed to ensure that children receive snacks and drinks that are safe for them to consume. Children help themselves to drinks throughout the session and are offered a light snack when they arrive. Children are offered a pre-packed mini-croissant with strawberry filling. These are high in saturated fats. Although, the setting does offer fruit or breadsticks on other occasions, there is not a healthy option on a daily basis and snacks are not always nutritious or balanced. This is a failure to fully meet the legal requirements for food and drink. Children have access to the school playgrounds and gardens. They enjoy regular access to fresh air and an opportunity to engage in active play.

Children are kept safe. Staff are vigilant and supervise children closely throughout the session. All exterior doors are kept locked and children know that only a member of staff opens the door to parents at collection times. Children follow the rules of the club as they know they are in place for their own well-being. For example, they tell staff when they are going to use the toilets, so that staff are aware of their whereabouts.

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

Staff are appropriately qualified and clear recruitment procedures ensure that only suitable individuals care for children. All staff have a current Disclosure and Barring Service check in place and annual appraisals are completed to confirm that staff remain fit to work with children. Staff attend some training to keep their skills up to date. For example, they regularly update their first-aid training. However, the appraisal process does not identify other areas for training and there is limited evaluation by the management of how staff can develop further. Consequently, staff are not regularly building on their existing skills or bringing new techniques in to enhance the running of the club for the benefit of the children. Improvements in the monitoring of staff performance are, therefore, required to promote continuous improvement and enhance children's experience. All staff know the signs and symptoms that may indicate abuse and are clear about how to report any concerns. Their practice is underpinned by a comprehensive safeguarding policy, which includes all relevant detail, including the restricted use of mobile telephones and cameras in the setting. This helps to protect children from the possible risks from the misuse of new technology.

The management team are focused on driving up standards at the club and have made significant improvements since the last inspection. They have received a monitoring visit from Ofsted and two visits from the local authority adviser and they have worked to address the weaknesses raised at the last inspection. All required documentation is now available for inspection and staff and the committee demonstrate an improved understanding of the requirements of the Early Years Statutory framework. A key person system is now in place, so each child has a member of staff who is responsible for co-ordinating their care and learning needs. A new planning system has also been implemented to improve the range of activities that are available to children. Also staff have started to obtain information from class teachers about children's individual targets. However, this is still in its infancy and at present, this information is not collated regularly

enough to enable staff to help children make the best possible progress.

The club recognises the important role parents have in supporting their children's learning and care and staff communicate with them on a daily basis. Any comments from class teachers are recorded and passed onto parents in a prompt manner. Similarly, any incidents or accidents are fully recorded and shared with parents at collection times. This helps to promote continuity of care. Parents are provided with a brief leaflet at the start of a placement, which informs them about the club's activities and they are able to access the club's policies if they wish. This includes the procedure to be followed in the event of a complaint, enabling parents to promptly deal with any issues should they arise. Staff also provide a noticeboard with key policies on display and information about the planned activities for the week. A space is provided for parents to add their own suggestions and staff build in activities based on these requests.

The Childcare Register

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	260345
Local authority	Stoke on Trent
Inspection number	963145
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	41
Name of provider	Milton School Care Club Committee
Date of previous inspection	02/12/2013
Telephone number	01782 234787

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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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