

# Magic Moments Out of School Care (Kempsey)

Kempsey Primary School, Ellsdon, Kempsey, WORCESTER, WR5 3NT

<b>Inspection date</b>	02/10/2014
Previous inspection date	15/07/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 are encouraged to make choices from a good range of age-appropriate toys and resources. They respond positively to a wide range of activities. As a consequence, children make good progress in their learning through play.
- Effective partnerships with parents, and a well-established key-person system, help children form warm and secure attachments, promoting their well-being and independence.
- Children are well safeguarded due to robust recruitment and vetting procedures and staff's understanding of their roles and responsibilities for child protection.
- Monitoring and self-evaluation are effective in maintaining continuous improvement in the provision.

### It is not yet outstanding because

- Staff do not always arrange an inviting space where children can relax or take part in quiet activities.
- Occasionally, staff do not effectively share information with the school to fully complement children's learning.

## **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 the staff engaging with children in a range of indoor and outdoor learning activities.
- The inspector held discussions with the provider, manager and staff.  
The inspector looked at documentation, including a selection of policies and procedures, evidence of staff suitability and qualifications and the children's learning records.
- The inspector took account of the views of parents and carers spoken to on the day.

## **Inspector**

Amanda Tompkin

## Full report

### Information about the setting

Magic Moments Out of School Care was registered in 2011 and is on the Early Years Register and the compulsory and voluntary part of the Childcare Register. The club operates from Kempsey Primary School, in Worcester, Worcestershire. There is an enclosed area for outdoor play. The club opens Monday to Friday, during the school term, from 7.45am and 9am and from 3.25pm to 6pm. The club also opens during the school holidays from 8am to 6pm, subject to demand. The club employs four staff, all of whom hold appropriate play work or early years qualifications. There are 56 children on roll, of whom six are in the early years age range.

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

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

- organise space and relevant resources for children who wish to relax and take part in quiet activities
- improve on the already good links with the school to ensure information regarding the children's day at school is shared to complement their learning.

## Inspection judgements

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

Children are happy, settled and enjoy their time in the club, where they engage in a wide range of stimulating activities. Staff respond well to children's preferences for play and set out the resources accordingly. This means that children's needs are met, as they choose from the resources on the tables. Staff demonstrate that they know the children well and regularly observe them as they play. They take note of children's self-initiated play and use this information to inform their planning and to ensure that the children's interests are used as a basis for future learning. For example, children are encouraged to devise a timetable of activities they would like to take part in. As a result, children are achieving and developing a good level of skill to support their future learning as they move up to school.

Staff have an effective partnership with the attached school. The club receive updates about what the children are learning in school, as teachers and staff share planning. Consequently, staff are able to tailor activities to support children's learning within school. However, there is scope to improve on these links to ensure day-to-day information is shared, in order to further support and complement children's learning. On entry, parents contribute to initial assessments of their children's starting points and are kept well-informed about their children's achievements and development through regular

newsletters and verbal feedback. Consequently, children are cared for according to parents' wishes. Friendships develop across the age range, for example, older children help younger children to hang coats and bags up in the cloakroom.

Children develop their physical skills well outdoors, as they have access to the play areas within the school grounds. Children talk freely with peers, staff and visitors. They happily chat to each other as they sit and eat their snacks. Staff use good teaching skills, including asking open-ended questions and supporting children in their chosen activity, such as helping children to make rubber band bracelets. This stimulates them to be active learners and pay close attention. Consequently, children's learning and competence in communication is well-supported.

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

Children feel secure and safe, as staff are very attentive and respond promptly to children's individual needs. Children's personal, social and emotional development are effectively supported within the club. A good key-person system is in place. As a result, children show a real sense of belonging, are confident and form positive relationships with adults and other children. Children are very happy and settle well in this club, as staff greet children with enthusiasm and show genuine interest about how their day at school has been. Their move into the club is managed well and helps them to feel confident and happy in their surroundings. Information obtained from parents ensures staff are informed about children's preferences and they use this effectively during the settling-in phase. Children confidently make choices about what they would like to play with. However, there is scope to improve the opportunities indoors for children who want to relax while taking part in quiet activities.

Children's health is promoted well. They are provided with a range of healthy and nutritious snacks. Children are encouraged to be independent in their choice of activities and in their self-care routines. Children learn to become independent, as they are encouraged to carry out small tasks, such as laying the table, pouring drinks and serving their own food at snack time. They enjoy mixing with children of different ages. This helps children to form other friendships, develop their social skills well and to increase their confidence. As a result, children continue to be emotionally equipped to make good progress at school.

Staff manage children's behaviour well and, as a result, children's behaviour is good. Clear boundaries are set, club rules are displayed and children respond positively to guidance from the staff. They value their individuality and praise their good behaviour. Consequently, children are happy and familiar with the daily routine. Children learn about staying safe through daily routines and discussions. Staff give gentle reminders to ensure they develop a good awareness of safe behaviour. As a result, children show a good understanding of personal safety. For example, children explain why the gates to the playground need to be locked when they are playing outside.

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

All staff have a good knowledge and understanding of safeguarding procedures and how to protect children. Good systems are in place to keep children safe. There are effective vetting and recruitment procedures in place that ensure all persons employed are suitable to work with children. The management team discuss ongoing suitability with the staff during regular supervision sessions. These are also used to discuss the professional development of staff and their training needs, leading to a knowledgeable staff team. Children are supervised well, both indoors and outdoors. Their welfare is effectively promoted, because staff provide a safe environment for them to use, which is maintained through regular visual and written risk assessments.

Self-evaluation is continuous due to consistent communication. Staff ask children about activities they have enjoyed and the changes they wish to see. They are responsive to children's suggestions and make improvements to maintain their positive experiences at the club. Positive partnerships have been established with parents. It is evident from discussions with parents that they are extremely happy with the service the club provides. Parents speak fondly of the staff and their caring nature towards the children. They appreciate how approachable the staff are and state that their children love attending the club. Staff encourage parents to take an active part in their child's learning, through daily feedback, questionnaires and regular newsletters. This encourages parents to be enthusiastically involved in extending their children's learning at home through play.

The manager and provider of the club have a clear understanding of the Early Years Foundation Stage and demonstrate a secure understanding of how to meet the welfare, learning and development requirements. Planning and evaluation of activities is good and ensures that children are achieving and enjoying their time after school. Staff track and monitor children's progress, which enables staff to quickly close any gaps in children's learning. Staff recognise the importance of working in partnership with other early years professionals, should the need arise.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY420858
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	852152
<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>	40
<b>Number of children on roll</b>	56
<b>Name of provider</b>	Sharron Joanne Chapman
<b>Date of previous inspection</b>	15/07/2011
<b>Telephone number</b>	01905820262

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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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Piccadilly Gate  
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