

# Maxi-Mums Kids Club

Millfield Primary School, Coleshill Street, Fazeley, Tamworth, Staffs, B78 3RQ

<b>Inspection date</b>	11/11/2014
Previous inspection date	29/11/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Staff provide a wide range of play experiences that enable children to join in group activities, play with their friends, be active or simply relax at the end of their school day. As a result, children make informed choices appropriate to their individual needs.
- Staff engage very well with parents to ensure important information is shared before their children start at the club, which ensures that children benefit from continuity in their care, learning and development.
- The management team ensures that staffing arrangements support the key-person system successfully. As a result, children form appropriate relationships with the staff and develop a strong sense of belonging.
- The club places a high focus on promoting healthy lifestyles. Staff use good systems that help children to make positive choices at snack time.
- Children are protected from harm and their welfare is protected because management have developed strong policies and procedures that staff are vigilant in ensuring are implemented effectively.

### It is not yet outstanding because

- At times, staff do not use different and varied ways of modelling language that help children to consistently maintain concentration and remain interested in their learning.
- The club's strategies for exchanging information with the host school are not always successful in supporting staff to plan activities that 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 teaching and learning activities as children played, speaking to them when appropriate.
- The inspector checked evidence of suitability and qualifications of staff working with children.
  - The inspector held meetings with the provider and manager, and she had discussions with other staff members about their roles and responsibilities, including safeguarding.
- The inspector looked at evidence of self-evaluation, including the views of parents from contributions made in documentation.
- The inspector looked at a range of documentation, which included the safeguarding policy, children's learning and development records and the planning of activities.

## Inspector

Kim Barker

## Full report

### Information about the setting

Maxi-Mums Kids Club was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is situated in Millfield Primary School, in Tamworth, Staffordshire. It is managed by a private company. The club serves the local area and is accessible to all children. It operates from a mobile classroom located in the playground, a classroom and the school hall within the school building, and there is an enclosed area available for outdoor play. The club employs eleven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, one at level 2, three are unqualified and the manager has Qualified Teacher Status. The club is open each weekday from 7:30am to 8:50am and 3:00pm to 5:45pm. A holiday play scheme operates during the summer holidays. Children attend for a variety of sessions. There are currently 162 children attending, of whom 21 are in the early years age group.

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

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

- enhance all staff's practice, so they make even more use of meaningful and purposeful interactions, to consistently help children to maintain concentration and make links between their ideas and actions, so they are always motivated and interested in their learning
- extend the already good strategies that promote highly effective partnerships between the club and other practitioners in the host school, to ensure children benefit from a shared approach that helps them to make the best possible progress.

## Inspection judgements

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

Children settle eagerly into the activities at Maxi-mums before and after school club, as staff provide a welcoming environment for children. They make very good use of information they collect from parents and teaching staff in the host school, to provide continuity for individual children's care and learning. Before they arrive, staff set out the spaces available to them with a wide range of toys and equipment that is suitable for the age range of those attending. Children arrive from their classrooms and then filter off into their age-appropriate groups. Younger children spend time together with their key person, who carefully considers their interests to provide a programme that supports all seven areas of learning. For example, children lead their own play as they dress-up in a variety of outfits. They play cooperatively and begin to represent their own ideas as they act out a story as part of a group. Children's understanding of measure is skilfully encouraged as they consider if the dressing-up shoes will fit. They work together, taking account of what

others say to solve their own problems, comparing the size of the shoes with their own feet. As a result, children are helped to develop strategies for doing things.

Teaching is generally good. This results in many opportunities to support children's learning and development, through mostly purposeful interaction that promotes their communication and language and their personal, social and emotional development. For example, a small group of children enjoy taking part in a food tasting activity. Staff carefully planned this activity to find out about children's understanding of similarities and differences in relation to food that they eat. Children use speech to explore real and imagined experiences, as staff engage them as partners in conversation. Staff introduce new and foods and help children to make links with what they already know about similar foods. As children learn new words and taste different foods, they are confident to share what they already know about familiar foods and the countries they come from. However, there is further scope to enhance all staff's use of more meaningful and purposeful interactions in every instance, so that children are consistently supported to remain engaged and interested in their learning.

The key-person system works well and children and staff have formed good relationships. The broad range of resources provided results in children initiating their own play. This allows them to lead their own activities and engages them well in developing their own investigations. At times, staff engage with children and use their experience of working with children and show a good understanding of how to encourage them to initiate their own play. They motivate, occupy and interest children in the activities and experiences provided for them. Staff make useful observations of children's learning and development and collect this information in individual learning journeys. They make good use of the information to identify children's next steps in their learning and development to help them to plan adult-led activities. The club has established strong relationships with the host school and developed systems to promote the exchange of information. Despite of this, the evidence shared is not always as valuable as possible in providing key people with the information about children's next steps that the school are currently working towards. This means that, occasionally, adult-led activities do not always complement what children are learning at school. Nevertheless, the club are committed to establishing effective communication methods with the host school, so that children benefit from a shared approach to their learning and they make the best possible progress.

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

The provider and management team fully understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All required documentation and records are clear and well-written, including effective risk assessments. Policies and procedures are appropriately kept and available for parents at all times. The management team have an effective system in place for reviewing each one annually that involves the staff team. As a result, staff demonstrate that they thoroughly know and understand the setting's policies and procedures. All staff attend relevant safeguarding training and the managers are designated safeguarding persons. The managers ensure that they review the staff team's knowledge of safeguarding each year as part the setting's ongoing training programme. This supports their good understanding

of how to respond to a safeguarding concern about a child in their care, or an allegation being made against a member of staff. Therefore, children are protected while in their care. There is good evidence of effective vetting and recruitment procedures that ensure all persons employed are suitable to work with children. Staff are well deployed to ensure children are safe as they move around the familiar school environment. For example, staff use portable, two-way radios to communicate with each other. Visitors' identities are checked and there are clear boundaries around internet security and the use of cameras and mobile telephones. As a result, staff's practice is effective in underpinning children's safety and welfare.

The management team have a good knowledge and understanding of how to promote children's learning and development because they are well qualified and have relevant experience. They display a passionate, committed attitude to have a positive impact on children's development. The management team monitors staff performance through an annual appraisal system, termly supervision and regular staff meetings. There are good systems in place to involve, support and challenge the staff team, to ensure they continue to reflect on their practice and take positive action to improve. Staff show commitment and enthusiasm as they have opportunities to develop their knowledge and skills through management coaching and attending training courses. The managers involve the staff team in the self-evaluation process, which is used to critically reflect on the club's practice and they take account of the views of parents via a questionnaire. This helps managers to identify ways to develop the setting. For example, the managers have identified that there is room to improve the exchange of information with the host school, so that all early years children benefit from highly effective partnerships between the club, their parents and the host school.

Partnership with parents is good and staff encourage this through effective communication. There is good evidence of their contributions, which staff collect to provide continuity with regards to children's care and learning and development. There are successful systems in place to record children's achievements in their learning and development. The club provides parents with timely summaries of children's progress, and management arrange opportunities for sharing children's learning journals. This allows for parents and staff to have more formal discussions, to positively support children's learning, and enables staff to continually gain the comments and views of the parents using the club. Parents are very pleased with the care and consideration that staff give to their children. In the questionnaires, many agree that the club is a place of fun activities where learning and development can be enhanced.

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

The provider and management team fully understand and fulfil their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All required documentation and records are clear and well-written, including effective risk assessments. Policies and procedures are appropriately kept and available for parents at all times. The management team have an effective system in place for reviewing each one annually that involves the staff team. As a result, staff demonstrate that they thoroughly

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### **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>	EY336119
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	962813
<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>	48
<b>Number of children on roll</b>	162
<b>Name of provider</b>	Maxi-Mums Kids Club Partnership
<b>Date of previous inspection</b>	29/11/2013
<b>Telephone number</b>	01827 475010

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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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