

# Magdalene Breakfast & After School Club



St. Mary Magdalene Primary School, All Saints Way, WEST BROMWICH, West Midlands, B71 1RP

<b>Inspection date</b>	15 September 2016
Previous inspection date	14 September 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision is good

- Partnerships with the onsite school that children attend are strong. All of the staff also work at the school with children. Therefore, they know children very well and continue their learning through fun activities at the club.
- Staff are well-qualified and have a good knowledge of how to help children make progress, particularly with their communication and language skills.
- Staff place a high priority on promoting children's emotional well-being. Children are happy and confident in the environment and enjoy their time at the club.
- Staff adopt a relaxed approach to ensure the time children spend at the club complements their school day.
- Staff warmly welcome parents and make the time to share details about children's time at the club.
- The leadership team provides good direction and support to the manager and staff benefit from targeted training to raise their skills further.

### It is not yet outstanding because:

- Self-evaluation is not used precisely enough to help identify further areas for improvement that will help raise the quality of teaching and the experiences on offer to an exceptional level.
- During the winter months, staff do not place a strong enough focus on ensuring children have ample opportunities to be physical and active at the club.

## What the setting needs to do to improve further

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

- use self-evaluation more sharply to identify further areas for development and raise teaching and the range of experiences on offer to an exceptional level
- place a greater focus on providing increased opportunities for children to be physical and active during the winter months.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector held a meeting with the owner/manager and a member of the leadership team.
- The inspector looked at relevant documentation, such as the club's self-evaluation and evidence of the suitability of staff working in the club.
- The inspector spoke to a small selection of parents and took account of their views.

### Inspector

Parm Sansoyer

## Inspection findings

### Effectiveness of the leadership and management is good

The manager works alongside the staff team and staff are encouraged to reflect on their practice and share their skills and best practice. Therefore, the quality of teaching is consistently good. The arrangements for safeguarding are effective. All staff are suitably trained in child protection issues and safeguarding children is given good priority. There are robust vetting systems in place and all new staff receive a thorough induction so they are clear about their responsibilities. There are effective systems in place to ensure children are supervised and arrive safely when moving to and from the club. The leaders ensure staff work closely with the school staff to ensure there is a smooth transition for children from school to the club. Parents report that the staff know their children well and they are impressed by the good range of experiences on offer. In addition, they value the time given by staff in helping their children read their reading books.

### Quality of teaching, learning and assessment is good

Staff work closely with the school staff to share children's assessment records and identify their next steps in learning. They use this information well to plan motivating experiences for children to help them make progress. For example, staff place a sharp focus on extending children's mathematical and literacy skills through enjoyable activities. Staff are good play partners and use children's interests well to encourage them to talk and share their ideas. For example, a group of children use the construction toys to build a Viking boat, volcano and sword and the staff reinforce this learning well. Staff use group time effectively to promote the children's communication and language skills. For example, they use a question of the day as an opportunity to encourage children to share their thoughts and opinions. They use creative strategies to encourage those children who are reluctant to speak by using a range of visual aids and props. Weekly meditation sessions are used to help relax children, share a story and encourage children to talk about their imaginary experiences.

### Personal development, behaviour and welfare are good

Children have the opportunity to freely choose from the activities available and increase their independence. Staff have close relationships with children and meet their care, medical and dietary needs well. Staff provide healthy snacks and children learn how to make healthy meals and choices. Children learn physical activity is good for their bodies and are encouraged to consider the changes in their bodies as they exercise. Staff are consistent in their approach to behaviour management and give children clear explanations as to why their behaviour is not acceptable. Children are well behaved and respond easily to instruction. Staff place a good priority on teaching children how to stay safe. For example, children learn about online safety and how to minimise risk. Children learn to respect each other and any differences within the group and the wider community. Children have good opportunities to have their say because staff work hard to seek their views and opinions. A healthy morning tuck shop, which is run by children, gives them the opportunity to take on extra responsibility and make decisions. Children acquire the key skills required in preparation for their next stage of learning.

## Setting details

<b>Unique reference number</b>	EY438832
<b>Local authority</b>	Sandwell
<b>Inspection number</b>	1059971
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Zoe Warner
<b>Registered person unique reference number</b>	RP906352
<b>Date of previous inspection</b>	14 September 2012
<b>Telephone number</b>	07816941878

Magdalene Breakfast & After School Club opened in 2011. It is privately run and operates from facilities at St. Mary Magdalene Primary School in West Bromwich, West Midlands. The club opens Monday to Friday, from 8am to 9am and 3.30pm to 5pm, during school term time only. There are four members of staff employed. Of these, one holds an appropriate early years qualification at level 4, two hold a qualification at level 3 and one holds a qualification at level 2.

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