

Inspection of MAGIK Out of School Club

St George's Church of England Academy, Neasham Road, Middleton St. George,
Darlington DL2 1LD

Inspection date: 7 November 2019

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

The breaches of the safeguarding and welfare requirements have a significant impact on children's safety. Staff's teaching is inconsistent and on occasion their expectations of what children can achieve are too low. Staff do not consistently provide children with high-quality interactions and they miss opportunities to support and extend children's individual learning. Activities lack challenge. Despite this, children have developed secure bonds with their key person and the staff team. Staff are kind, caring and responsive to children's individual care needs. They promote children's positive emotional well-being.

Staff have established good partnerships with teachers in the school nursery and, overall, they try to complement the learning taking place. The majority of whole-group activities are purposeful and children develop good social skills. Children's behaviour is very good and they have a secure understanding of the rules and boundaries in the club. Staff prepare the environment with interesting activities, which children choose to explore independently. Parents and children leave positive feedback about the club. Parents are happy with the care children receive. The manager and staff team listen carefully to children's views and use them to make improvements to the club, for example choices of fruit for snack.

What does the early years setting do well and what does it need to do better?

- The designated leaders for child protection have not attended an appropriate safeguarding training course. They are not able to provide staff with advice or guidance on child protection issues. In addition, leaders are unsure of the procedures to follow if an allegation is made against staff. This has a significant impact on children's safety and welfare.
- Teaching is not consistently good enough. Staff do not always respond with enthusiasm or provide high-quality conversation and questions to extend children's learning. For example, children seek to interact with staff. However, they are too focused on completing administration tasks. This results in children being ignored and not challenged.
- Children often need to initiate their own play and, at these times, show enjoyment in exploring activities and playing imaginatively. Staff have a suitable knowledge of their key children and their typical developmental stages. They are able to identify potential gaps in children's learning. However, staff do not ensure all children are supported to make the progress they are capable of.
- Occasionally, some staff demonstrate good teaching skills. For example, during circle time they read stories with enthusiasm and made some links to children's prior learning. Children have good recall and remember certain phrases in the story. This helps to build confidence and promotes good communication and early reading skills.

- Staff understand how to emotionally prepare children for change, such as starting school. They encourage them to have good social skills, self-esteem and independence. Children showed confidence as they visited the school hall to have their lunch. They showed pride as they selected their meal and carried their own trays.
- Staff actively promote children's positive behaviour. Staff provide clear boundaries, which complement those in school. Children share resources, manage turn taking and show consideration and respect towards each other. Staff praise them for being polite and well-mannered.
- Children demonstrate a good awareness of the importance of good hygiene. For example, before a baking activity, staff checked to see if children had washed their hands and asked why they must do this. Children responded, showing their knowledge of germs and cleanliness and the impact this has on their health.
- Staff have opportunities to complete relevant online training. They have regular supervision meetings with the manager. However, this is not sufficiently focused on the quality of teaching and the impact this has on children's learning.
- The manager and staff have built good partnerships with parents and work very closely with staff at the host school. Teachers' feedback is positive and they are happy with the good levels of communication between themselves and the club. This helps to promote continuity for children's care and learning.

Safeguarding

The arrangements for safeguarding are not effective.

The manager, who is the designated lead for safeguarding, is not able to fulfil the role effectively. She has not attended an appropriate child protection course and is unable to provide accurate information on the club's safeguarding procedures. For example, she is unclear on the local safeguarding children partnership policy in the event that an allegation is made against a member of staff.

In addition, the deputy manager, who is the second lead for safeguarding, has insufficient training and knowledge to support staff and keep children safe. However, the manager and staff are aware of potential indicators of abuse and know the procedures to follow should they have a child protection concern.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
--	-----------------

ensure designated leads for safeguarding attend an appropriate child protection training course to enable them to provide support, advice and guidance on safeguarding issues	07/01/2020
develop all of the staff's knowledge and understanding of what to do if they have concerns about a colleague's practice and the procedures to follow if an allegation is made against a member of staff	07/01/2020
improve the quality of teaching to ensure that staff respond to children's emerging needs and interests, so that all children are suitably challenged	07/03/2020
improve arrangements for the supervision of staff, in order to monitor and improve the quality of teaching, and provide them with support, coaching and training so that good quality learning experiences are consistently delivered to children.	07/01/2020

Setting details

Unique reference number	EY343704
Local authority	Darlington
Inspection number	10117648
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	3 to 11
Total number of places	70
Number of children on roll	132
Name of registered person	West Park Day Nursery Limited
Registered person unique reference number	RP902460
Telephone number	07946621848
Date of previous inspection	9 April 2013

Information about this early years setting

MAGIK Out of School Club registered in March 2007. It is situated in designated rooms within St George's Church of England Academy in the Middleton St George area of Darlington. The club is part of the West Park Day Nursery group. The club employs seven members of childcare staff. Of these, the majority hold appropriate early years qualifications at level 3 or above, including the manager, who has an Early Years degree. The club opens Monday to Friday all year round, with the exception of one week at Christmas and bank holidays. During term time, morning sessions are from 8.50am until 11.45am, and afternoon sessions run from 12.30pm until 3.30pm. The club has a lunchtime session from 11.45am until 12.30pm. There is a breakfast club from 7.30am until 8.55am, and an afterschool club from 3.20pm until 6pm. During school holidays, the club opens from 8am until 6pm. The club provides funded education places for 3-year-old and 4-year-old children.

Information about this inspection

Inspector

Michelle Lorains

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- Children and staff spoke to the inspector throughout the inspection and shared their views.
- The inspector held a meeting with the club manager. She looked at relevant documentation, such as the policies and evidence of the suitability of staff working in the club.
- A joint observation of a planned activity was completed by the manager and inspector.
- The inspector obtained written feedback from parents and children and took account of their views. The inspector obtained verbal feedback from a teacher within the school.

We carried out this inspection 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019