

# Midas After School Club LLP

Inspection report for early years provision

---

<b>Unique Reference Number</b>	EY356162
<b>Inspection date</b>	06 May 2008
<b>Inspector</b>	Geraldine Barford
<b>Setting Address</b>	Milford Community Primary School, Chevin Road, Milford, BELPER, Derbyshire, DE56 0QH
<b>Telephone number</b>	01332 841316
<b>E-mail</b>	
<b>Registered person</b>	Midas After School Club LLP
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

Midas After School Club LLP opened in 2007. It operates from the school hall, reception and year one classroom, and the computer suite in Milford Community Primary School, in the village of Milford, Derbyshire. A maximum of 24 children may attend at any one time and there are currently 11 children aged from four to 11 on the register. There is a secure enclosed outdoor play area.

The out of school club serves children who attend the school and the local area and surrounding villages. The setting opens five days a week during term time only. Sessions are from 15.30 until 18.00. The setting employs two full-time staff who work with the children. Both staff hold appropriate early years qualifications. The setting receives support from Derbyshire Local Authority. The out of school club is owned by a partnership, both of whom work in the setting.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health and safety is generally well promoted. A first aid box is available and contents are suitable to effectively meet the needs of the children. Written consent to seek emergency medical advice and treatment is in place to ensure children's medical needs are suitably met if a serious injury occurs. The setting follows appropriate procedures when dealing with minor accidents and there are recognised systems in place to pass on information about injuries sustained at school. Written consent to administer medication is given by parents and recorded appropriately. In the event of children becoming ill staff instigate the documented procedures and parents or carers are contacted to ensure any distress is limited.

Children learn about personal hygiene through daily routines and are made aware of why they should wash their hands, but occasionally some children do not follow this procedure and therefore there is the potential risk of infection and children are not completely protected. Food handling procedures are good as the staff wash their own hands before the serving of snack, which is prepared on the premises. Children's dietary needs are met effectively and healthy eating is promoted. Individual needs are discussed with parents and recorded. Snack menus are rotated and are healthy and nutritious, for example, children enjoy wraps, ham, cheese, beans, fruit and salads. Children make choices whether to have water, juice or milk to drink and they show independence and an awareness of the needs of others when they pour their own drinks and pass the jugs to one another.

Physical development is promoted very well. Children have opportunities to play outside each session or enjoy activities in the school hall in inclement weather. They have a wide range of activities to encourage a positive attitude to healthy exercise. Ball games, balancing activities and skittles are enjoyed outside and the use of many games that are drawn on the school playground add to their fun. Inside they have a stimulating range of construction toys or craft activities to develop their manipulation skills. They eagerly take part in lively table tennis or snooker games and show great delight at their improving abilities. Consequently, children are able to develop a healthy lifestyle.

### Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in warm and welcoming, safe, secure and suitable premises where there is sufficient space indoors to play and learn comfortably. Their individual skills develop competently with the age-appropriate equipment. Resources are stored on shelves in the computer suite area. Children eagerly ask for their favourite games, for example, they ask for the table tennis table to be put up. Other resources are rotated to fulfil the interesting range of activities recorded on the plans. Children help to put these out and tidy them away and are encouraged to show respect for property and this ensures the toys and games remain in good condition for use.

The children's safety is skilfully promoted as the staff are very aware of potential hazards and have robust practices. Staff take positive steps to promote safety and precautions to prevent accidents. An awareness of safety during a fire is promoted proficiently and the evacuation plan is based on the school plan so that children are very aware of what to do. Children are also

developing an awareness of personal safety as they respond positively to the staff's expectations when they are outdoors in the school playground.

The children's well-being is given priority as the staff attend ongoing training and have a good understanding of child protection procedures and how to put these into practice. Local Safeguarding Children Board procedures have been received. Information about the duty to protect children is shared with each parent in the comprehensive written policies.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children settle quickly in the setting and have a friendly, relaxed relationship with the staff. The children are confident and keen to join in the broad range of different activities presented at each session but they are also given the freedom to initiate their own ideas if they wish to, for example they use their imagination with the dressing up resources and when designing and making junk models. Great concentration is shown and an eagerness to spend extended periods in something which stimulates them, for example when using computer software or when cooking, gardening or taking part in designing and making activities for the May fair.

Staff consistently interact with the children and they respond quickly to their requests for alternative resources. Occasional informal meetings give the children the opportunity to discuss new ideas for activities or request resources such as 'real' tennis rackets and balls. Children use a scrapbook to paste pictures of resources they enjoy using and staff use this information in their future planning. An interactive dance mat provides further opportunities to develop mobility skills and an outdoor playhouse is used as a quiet area for staff to encourage a lively interest in books as they share stories with the children.

Children become purposefully occupied in art and craft activities and assist in creating wall displays of their work. The children develop good socialisation skills as they join in group activities and take turns appropriately. They are keen to talk about their favourite games and activities and are enthusiastic when describing the fun they have.

### **Helping children make a positive contribution**

The provision is good.

Children are able to play with a range of non-stereotypical resources and all children are encouraged to take part in each of the available activities for example all children were given the opportunity to try a sari on. The children have access to a limited range of resources showing positive images of diversity, but they do take part in a number of activities that are linked to cultural celebrations, for example when a parent came to talk to them about Passover and when they made Diwali lights. All children are treated fairly as the setting has an open-minded approach to inclusion and meeting individual needs effectively. Staff encourage all children to access age-appropriate activities and develop life skills. Individual needs are discussed with parents and comprehensive record sheets for each child contain detail which enables appropriate care to be given.

Staff at the out of school club have some experience of caring for children with learning difficulties and/or disabilities and they have a good understanding of potential need. They are aware to adapt activities to ensure inclusion and have a positive attitude to caring for all children. Children's needs are successfully met through discussion with parents and the setting has a

cohesive understanding of the need to work with parents, school staff and outside agencies to effectively meet children's needs.

There are very effective procedures in place to manage a wide range of children's behaviour. Children behave appropriately as they respond to boundaries set. They are aware they must be kind to others, respect each other and why they must share and take turns. Consistent management helps children feel secure knowing what they can and cannot do. Good use of praise and encouragement helps to build development of children's self-esteem and assists in them being able to enjoy their time at the club. Children spontaneously use good manners, not only at snack time but when they request resources from the staff and when they politely hold the door open for one another.

Positive relationships with parents and a desire to work in partnership with them to meet children's individual needs ensures the staff are able to meet emotional and physical needs effectively. Parents welcome the service the club offers and are very positive about the range of activities that are available to their children. A suggestions box and comments book ensure that parents have opportunities to make their views known to staff and a regular newsletter makes parents aware of future planned events. Children are happy, relaxed and settled. The setting ensures parents are fully aware of policies and procedures and how children will be cared for during discussion at initial visits. The certificate of registration and details of the procedures to be followed regarding complaints are displayed to meet requirements.

## **Organisation**

The organisation is good.

Children are in the care of qualified and experienced staff who are fully supportive to ensure they are relaxed and settled in the out of school club. The ratios are maintained effectively and children benefit from the individual attention they receive due to the good ratio of staff to children.

The children's needs are met by the staff who maintain their personal records very effectively and a robust registration system which carefully monitors which children are attending the club on which night safeguards them. Written policies are shared with parents and assist in promoting the care and learning of the children. Children are made aware of arrangements for attendance at the club and they know where to meet for registration to take place.

Good organisation of the use of rooms and suitably planned, developmentally-appropriate activities ensure children's time in the club is worthwhile and provides interesting challenges for all children. Consequently, children are very happy in the setting and are eager to engage in the range of exciting and stimulating activities. A clear vision has been developed of how the setting will operate to meet the needs of the children effectively and staff are well motivated. Qualification requirements are met and staff also attend regular training to raise standards and increase knowledge and broaden children's experiences. This ensures the children are consistently being stimulated to learn and enjoy themselves. Overall, children's needs are met.

## **Improvements since the last inspection**

Not applicable

## **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that all children wash their hands before eating
- develop further the range of resources to promote an awareness of diversity.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)