

# Morton Vikings

Morton Trentside Primary School, Crooked Billet Street, Morton, Gainsborough,  
DN21 3AH



<b>Inspection date</b>	10 March 2015
Previous inspection date	25 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Inadequate	4
The effectiveness of the leadership and management of the early years provision		Inadequate	4
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been informed of changes to the nominated person and members of the management committee. This means that the necessary procedures for checking the suitability of these people have not been completed. This compromises children's welfare and safety.
- The provider does not have robust systems in place to accurately identify the club's strengths and weaknesses and to successfully drive and sustain improvement.

### It has the following strengths

- Children participate in a wide variety of interesting and stimulating activities. As a result, they enjoy attending the club. Staff plan themes and events that complement children's learning which takes place in the school. As a result, children are able to extend their learning and interests.
- Staff replicate the behaviour management structure used within the school. As a result, children benefit from a consistent approach that makes sure their emotional well-being is supported.
- Warm, caring relationships are established between staff, the children and their parents. As a result, children are happy and settled in this welcoming club. Children are given opportunities to develop their independence and learn to keep themselves safe. As a result, they are well prepared for the next stages in their learning.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that Ofsted is provided with the necessary information to carry out suitability checks on members of the committee that make up the registered body.

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

- develop more rigorous monitoring and evaluation of the setting, and implement more precise and timely actions to bring about rapid and continuous improvement.

### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of changes to the nominated person of the childcare provision (compulsory part of the Childcare register)
- inform Ofsted of the name, date of birth, address and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare register)
- inform Ofsted of changes to the nominated person of the childcare provision (voluntary part of the Childcare register)

## Inspection activities

- The inspector had a tour of the club and held discussions with the manager and members of the committee.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the classroom and outside area.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the club's self-evaluation and improvement plan with the manager and members from the committee.

## Inspector

Hayley Ruane

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff follow the lead of the children, as they regularly ask for activities that they would like to do in the club. This means that children's voices are being heard and the activities provided complement children's interests and learning. Older children support younger children during play. For example, when balancing on rope, children give each other directions and guidance. As a result, children develop friendships and good communication skills, in readiness for their future learning. The manager takes responsibility for observing and monitoring children's development, in partnership with the reception teacher in the school. Staff have friendly relationships with parents and they exchange relevant verbal information when their children are collected. Children's learning books are available for parents to view. As a result, parents are aware of the activities and learning opportunities provided for their children.

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

The provider has failed to notify Ofsted of changes to the nominated person and committee members. This means that the club is overseen by people whose suitability has not been assessed. As a result, those in charge have not taken all the necessary steps needed to protect children's safety and well-being. Children have access to a classroom within the school, which is generally well set out for children's play. Many of the club's staff also work at the school. Therefore, children know staff well. Children play cooperatively with each other and take turns, such as when they play board games. This supports children's social skills and confidence. Children's health is promoted because they have plenty of fresh air and exercise when using the school playground and field. They are provided with a range of healthy snacks and children are encouraged help themselves, to support their independence.

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

Those in charge have not ensured that they meet all of their legal roles and responsibilities. At the inspection, it was found that the management committee, had not informed Ofsted of changes to the nominated person and members of the committee within the prescribed time period. This impacts on children's welfare and safety because the club is being run by people whose suitability has not been checked through Ofsted. However, the manager and staff have a good understanding of child protection and know what to do if they have concerns about a child's care or welfare. All of the staff have relevant early years qualifications. Consequently, children are cared for by a competent team of staff who meets children's welfare and learning needs. The manager understands the need to work in partnership with teachers in the school, to make sure children get the support they need. Staff, parents and children reflect on the club's practice and plans are made to improve resources and equipment for children. However, self-evaluation is not rigorous enough and improvement plans are not in place to bring about rapid and continuous improvements to the club.

## Setting details

<b>Unique reference number</b>	EY340208
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	862855
<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>	30
<b>Number of children on roll</b>	87
<b>Name of provider</b>	Morton Vikings Committee
<b>Date of previous inspection</b>	25 April 2012
<b>Telephone number</b>	07748179607

Morton Vikings was registered in 2006. Situated in the grounds of Morton Trentside County Primary School, it operates from a classroom. It is managed by a voluntary committee. The club employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and two at level 2. The club opens from Monday to Friday 8am to 9am and 3.30pm to 6pm term time.

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.

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