

Morecare@St Mary's

St. Marys RC School, Lockington Road, LONDON, SW8 4BE

Inspection date

Previous inspection date

09/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	4
The contribution of the early years provision to the well-being of children	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- Children are not consistently safeguarded and kept safe because staff's suitability checks have not been completed.
- Appropriate staff arrangements are not in place as less than half the staff hold a suitable qualification which impacts on the quality of the childcare being provided. The deputy is also not capable of taking charge in the manager's absence.
- Information gained about children's particular interests and their individual learning needs are not used in the planning of activities. As a result, children become bored and uninspired by the activities offered.
- Staff's knowledge and understanding of the revised framework of the Early Years Foundation Stage is basic and affects their ability to complement the early years experiences children have in school.
- Information sharing with parents and the school children attend does not focus on children's learning and development needs.
- The use of reflective practice to help identify the setting's strengths and areas for improvement is not fully embedded.

It has the following strengths

- Children in this setting behave very well. Younger children play well together with older children who show caring attitudes towards them. This creates a warm and friendly atmosphere.

- Children enjoy a range of healthy meals and enjoy sitting at the table and chatting with their friends.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 activities in the playroom including conducting a joint observation with the manager.
- The inspector spoke to the manager and staff members.
The inspector looked at a sample of children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other documentation.
- The inspector took into account the views of the children and parents spoken to during the inspection.

Inspector

Mauvene Burke

Full Report

Information about the setting

Morecare@ St Mary's opened in 2012 and is privately owned and managed. It operates at St. Mary's school in Nine Elms in the London Borough of Lambeth. The large school hall, kitchen, and the children's toilets within the setting are used by the out of school provision. There is an enclosed outdoor play area.

The club is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently eight children aged between four and eight years on roll of which six are in the early years group. The club is open each weekday from 3:15pm to 6:30pm, term time only. The provision currently only provides care for children whom attend the school. Three members of staff including the manager work with the children. Of these, the manager is the only member of staff who holds an appropriate qualification.

What the setting needs to do to improve further

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

- make sure at least half of all staff hold a full and relevant level 2 qualification and that there is a deputy who is capable of taking charge in the absence of the manager
- ensure that people whose suitability has not been checked, do not have unsupervised access with children being cared for
- improve the educational programme by; reviewing and extending staff's knowledge and understanding of the revised framework for the Early Years Foundation Stage; reviewing the planning for individual children and use this information to plan an enjoyable and challenging experience for all children
- work closely with other settings to ensure children's learning is enhanced through a complementary approach, by extending the learning that takes place in settings where children spend more time and involve parents in their children's learning and development
- ensure that all staff receive induction to help them understand their roles and

responsibilities which must include responsibilities in relation to child protection and the emergency evacuation procedure.

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

- develop an effective system of self-evaluation to ensure key strengths and weaknesses are identified.

Inspection judgements

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

The manager has a satisfactory knowledge of the Early Years Foundation Stage framework and is generally aware of how to promote the learning and development of the children. However, this knowledge does not extend to the other staff working with the children who have a less secure understanding of the framework. This in turn affects staffs ability to inspire and support children during activities and provide them with adequate challenges. Planned activities are not always well considered to take account of children's individual needs and interests, particularly in the prime areas of learning. Also, because no steps have been taken to establish effective partnership working with the children's school teachers staff do not know if the activities they plan complement the learning experiences children have in school.

Children settle well but rarely initiate their own play and the choices available lack challenge and variety. The choice of play resources to support all areas of learning are limited, which means children are not always purposefully engaged. This is because staff tend to organise and select activities and leave little scope for children to make their own choices as the resources are stored outside in a shed. This does not promote children's independence. Outdoor play is provided but is very much dependent upon the weather and the time of the year.

Staff encourage aspects of children's personal, social and emotional development which enables them to play co-operatively with each other and behave well. For example, children of all ages take turns and gain an understanding of the rules of games, as they play games, such as Bench Football. However, this game can often go on for a considerable length of time, which often means that the younger children become bored and loose interest in the game. Alternative options for younger children to partake in other activities are not always readily available. Although evidence of children's expressive art and designs are displayed around the hall, such as dream catchers and self-portraits, resources to promote this area of learning are poorly represented. For example, children do not have regular access to paints, crayons, chalk, junk modelling, glue or other media. This lack of provision affects other areas of learning and development, in particular opportunities for children to make mark as paper is not readily available.

Parents are aware of their child's key person and through informal discussions, they are informed about their children's well-being and the activities provided, but staff are less

effective in sharing information regarding children's development.

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

Children are looked after on premises that are secure and they learn about fire safety and know the procedure for evacuation in an emergency. This reinforces their developing understanding of safety issues. However, children's welfare is compromised because they are often left alone with staff whose suitability to work with children has not been checked or confirmed. This is a breach of legal requirements. Children tell visitors that they enjoy coming to the after-school club. They are happy to stay and play as soon as they arrive and they enjoy positive relationships with other children attending the club. Each child is allocated a key person, which helps to ensure they form secure emotional attachments. However, the key person does not do enough to find out about children's interests so that they can build on and extend their key children's learning.

Children are helped to manage their feelings and behaviour as they are encouraged by staff to speak about how they are feeling and think about the impact that their behaviour has on other children. Children are confident in approaching staff in helping them to resolve conflicts. They develop a good awareness of the importance of a healthy lifestyle and have opportunities to cook healthy snacks and meals. They enjoy sociable meal times and enjoy eating freshly prepared food, which promotes healthy eating. Staff are fully aware of any children who have allergies to specific foods and ensure their health needs are met. Children are aware of the importance of washing their hands before eating and after using the toilet, and say 'because if we don't, our food will be dirty'. Children become active when they take part in indoor activities in the hall. They notice the change in their bodies, when they become hot, often removing their jumpers and pouring themselves a drink from the water jug that is readily available.

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

Children's well-being is compromised by breaches of several safeguarding and welfare requirements. The provider has failed to ensure the suitability of all staff working in the setting. For example, less than half of the staff team hold a suitable qualification. Up-to-date information has not been recorded for all staff as to when or if they have undertaken a Criminal Records check. Induction procedures are not consistently implemented to ensure that all staff are aware of their roles and responsibilities. As a result, staff are not fully aware of the procedures they should follow in the event of a fire or if they have any concerns about a child's welfare. The manager demonstrates a satisfactory understanding of her role and responsibility regarding child protection, but has failed to ensure that members of her staff team are similarly aware. In addition, following the departure of the

previous deputy manager, the provider has not ensured that the deputy manager who is currently in place is capable and able to take charge in her absence. For example, the deputy does not have a sufficient understanding of child protection issues or her responsibility to make referrals if staff have a concern about a child and the manager is not present. Daily safety checks are completed by the manager and written risk assessments are available for all aspects of the provision that children have access to. The staff escort children from their classrooms to ensure they arrive safely at their destination.

Self-evaluation is poor and as a result, the provider has not identified the weaknesses within the setting. There is currently no process in place to monitor staff performance or to ensure that they have access to an adequate programme of professional development. For example, staff have not accessed any training on the revised Early Years Foundation Stage or tried to update their knowledge independently. The setting does not hold a copy of the current statutory framework. As a result, the majority of the staff have very little understanding of how the framework should be implemented and how to deliver a suitable programme of activities for all children. This has had a negative impact on the practice in the setting and there are several breaches in meeting the requirements of the Childcare Register.

The manager and staff have yet to forge positive relationships with teachers at the host school to ensure children's needs are appropriately supported. As a result, children's care and learning at school is not complemented while they are in the club because systems to share a regular two-way flow of information are not yet in place. Parents spoken to are generally happy with the club and say their children usually tell them what activities they have been involved in. They have recently completed a survey, which asked them to suggest anything they would like to see happening in the club that is not happening at present. Most have suggested that the setting operates a breakfast club.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

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

- ensure at least half of all persons caring for children have successfully completed a qualification at a minimum of level 2 in a relevant area of work
- implement effective systems to ensure that any person caring for, or in regular contact with children is suitable to work with children. This must include obtaining an enhanced CRB check and ensuring they have skills and experience suitable

for the work (Suitability of persons to care for, or be in regular contact with, children)(also applies to the voluntary part of the Childcare Register)

- take action as specified in the compulsory section of the report.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. 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

Unique reference number	EY445860
Local authority	Wandsworth
Inspection number	801401
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	20
Number of children on roll	8
Name of provider	Morecare Childcare Ltd
Date of previous inspection	Not applicable
Telephone number	07947966896

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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 that are usually their 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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