

Mosaics - St Marks Out of School

St. Marks C of E School, Oxenholme Lane, Natland, KENDAL, Cumbria, LA9 7QH

Inspection date

18/03/2013

Previous inspection date

05/06/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have an appropriate understanding of safeguarding procedures and risk assessment, which helps to keep children safe and secure in their care.
- Children are provided with a satisfactory range of activities to support their learning through play. Therefore, they are making steady progress in their learning and development.
- Children are happy, settled and feel safe in the care of nurturing staff and they enjoy the company of other children at the end of their school day.

It is not yet good because

- Some parents are not fully aware of who their child's key person is. This means that links between parents and the key persons are not always fully developed to ensure a consistent flow of information sharing about some children's individual needs and progress at all times.
- Self-evaluation does not routinely take into account the views of parents and children to formulate targets for continuous improvements to fully support children's achievements over time.
- Children are not routinely involved in preparing their snacks, serving their food and pouring their drinks. This means that their self-care and independence skills are not always fully promoted.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 hall and the outdoor play area.
- The inspector held discussions with the manager and registered provider during the course of the inspection.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector took into account the views of parents spoken to at the end of the session.
- The inspector looked at a sample of children's assessment records, policies and procedures and other relevant documentation.

Inspector

Sandra Williams

Full Report

Information about the setting

Mosaics - St Marks Out of School club was registered in 2007 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The club is located in the Natland area of Kendal and operates within St Mark's Primary School. Children have access to the school hall and one classroom as well as a fully enclosed outdoor play area. The club operates each weekday during school term times from 7.45am to 8.45am and from 3.30pm to 6pm. There are currently 10 children attending who are in the early years age group. The club employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The club receives support and advice from the local authority advisor and is a member of 4Children.

What the setting needs to do to improve further

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

- clarify the links between all parents and their children's key persons to improve consistency in the flow of information sharing about children's individual needs and progress at all times.

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

- use the views of parents and children to inform the plans for improvement so that the drive to improve is strengthened and practice is clearly targeted to fully support children's achievements over time
- involve children in preparing their snacks, serving their food and pouring their drinks to further promote the development of their independence and self-care skills.

Inspection judgements

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

The out of school club provides a welcoming environment where children can relax, play and have fun with their friends. Staff have a satisfactory understanding of how children learn and develop through play. They provide a suitable range of activities and resources to support children to make steady progress in their learning and development, particularly in the prime areas of learning. This in turn, complements the children's learning undertaken at school prior to arriving at the club. Staff are aware that children have spent the day in school and so ensure activities balance those provided in the

classroom. For example, there are plenty of opportunities for children to be outside and be active and to play in a relaxed environment at the end of a busy day. The hall is used by the school prior to the children arriving at the club, so staff involve the children in the setting up of activities. This encourages them to make choices and they confidently request their chosen activities and games, which increases their feeling of ownership and belonging to the club.

Children's communication skills are promoted as they happily talk to their friends and staff while playing games and as they sit together during snack time. They develop their reading skills in a relaxed way by choosing from a selection of books to share with their friends and staff. They make marks with a variety of pencils, pens and paints and thoroughly enjoy being creative as they design Easter cards and pictures. Children develop their imaginations through a variety of ways including artwork, construction toys and den making. The staff effectively promote children's understanding of similarities and differences as they plan activities that encompass different celebrations. For example, the children have recently learnt about Chinese New Year by enjoying a banquet of Chinese food and creating Chinese wall art, which is proudly displayed on the door.

Staff observe and assess children's progress and development and they gather information in the form of written notes, photographs of children undertaking activities and examples of the children's artwork. This information is regularly shared with the reception teacher and it is collated to form part of the children's learning journals. This close working relationship between the staff and the reception teacher informs planning and ensures that children's learning and development is monitored and appropriately supported. Parents provide relevant information about their children when they first start attending the club and they are aware of the activities the children enjoy. However, they are not fully involved in the children's learning and development and there is scope for this to be developed further.

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

Parents comment positively about the friendly staff, relaxed atmosphere and how much their children enjoy attending the club. Warm relationships between the staff, children and parents result in children settling well and feeling safe and secure. Parents have positive relationships with the staff group as a whole and are kept up-to-date with the activities their children enjoy while at the club. All children have a key person and this information is displayed on the parents' notice board. However, some parents are not fully aware of who their child's key person is. This means that links between some parents and the key persons are not fully developed to ensure that every child's learning and care is always tailored to meet their individual needs. Therefore, some parents are not fully informed about their children's progress in their learning and well-being at all times. While this does not have a significant impact upon the children, it does affect the quality and consistency of information sharing and it does mean that this legal requirement is not fully met.

Children benefit from a range of healthy, nutritious snacks which meet their individual needs. After washing their hands, they enjoy sitting together at snack times, which develops their social and communication skills as they listen to each other and discuss the

events of the day. However, children are not routinely involved in preparing their snacks, serving their food and pouring their drinks. This means that their self-care and independence skills are not always fully promoted. Children enjoy daily opportunities to participate in a range of physical play activities both indoors and outside. They develop skills, such as catching, throwing and kicking as they play team games cooperatively. Children develop a good understanding of personal safety. For example, they remind each other not to run inside in case they cause an accident.

Children demonstrate a sense of belonging in the environment and are content and relaxed. They are confident and are able to speak about what they like and dislike and happily express their opinions. They play with children older than themselves, which supports their transition into the next year group at school. Children are polite and friendly and demonstrate positive behaviour as staff act as appropriate role models to ensure children's safety and welfare is supported at all times. Rules and boundaries are in line with the school rules so that children are getting consistent messages.

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

The manager has a satisfactory knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and demonstrates an appropriate commitment to safeguarding children. Staff have attended training and are well informed about the procedures to follow if they have a concern about a child. Records, documentation, policies and procedures are comprehensive and reviewed regularly to ensure they reflect current guidelines and practice. There are thorough records of accidents and attendance to further protect children and promote their welfare. Effective systems are in place to ensure that all staff working with children are suitable to do so. Detailed risk assessments and daily check sheets are used to ensure safety is maintained at all times for the children. An effective appraisal system ensures that all staff understand their roles and responsibilities and identifies their training needs. As a result, the interests of children are promoted satisfactorily as staff are provided with appropriate support and training. Staff have suitable paediatric first aid qualifications so that they can respond appropriately if children require medical attention. The manager and staff have a satisfactory understanding of the learning and development requirements and work closely with the school to help children make sound progress in their learning and development.

The manager and provider are motivated to maintain further improvements to the service they provide. The actions raised at the last inspection have been positively addressed. For example, risk assessments and policies and procedures have been updated in line with requirements, improving children's safety. The recommendation about involving parents more in their children's learning, however, is not yet fully implemented. Although feedback from the parents is generally positive, there is scope to further improve the quality of information sharing with them through the key person system. Staff have appropriate understanding of the importance of working in partnership with other professionals when the need arises, in order to support children's individual needs. The manager and provider meet with the local authority early years advisor to review their progress. They are working together on the self-evaluation process and are developing an action plan to

identify strengths and weaknesses and to clarify areas for further improvement. However, this is in its early stages and does not currently take into account the views of parents and children to contribute to the targets for continuous improvements and fully support children's achievements over time.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY360697
Local authority	Cumbria
Inspection number	821013
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	16
Number of children on roll	10
Name of provider	Mosaics
Date of previous inspection	05/06/2009
Telephone number	01539 560719

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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, which are usually the childminder's 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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