

# Morecare@St Mary's

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

<b>Inspection date</b>	17/01/2014
Previous inspection date	09/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	4
	Previous inspection:	4
How well the early years provision meets the needs of the range of children who attend		3
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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

- The provider lacks understanding of their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. For example, the premises are not safe, qualification requirements are not met and staff have insufficient knowledge of safeguarding issues.
- Self-evaluation is weak. Insufficient action is taken to identify and target priorities for improvement. As a result not enough improvement has been made since the last inspection and training needs are overlooked.
- Staff do not give enough priority to teaching children how to keep themselves safe.
- Opportunities for children to engage in self-initiated creative play are restricted as staff make few play resources accessible to children.

### It has the following strengths

- Children are happy, enjoy attending and have strong and friendly relationships with staff and each other.
- Staff communicate closely with parents and children's school teachers about children's individual well-being and learning needs. They use this information generally well to inform and guide their planning.
- Children benefit from and enjoy healthy breakfasts and a cooked tea.

## 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 children during an after school club session in the indoor environment.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a meeting with the provider and deputy and spoke to children and parents taking account of their views.
- The inspector sampled records and documentation relating to staff suitability, safeguarding, and information about the children.

## Inspector

Amanda Tyson

## **Full report**

### **Information about the setting**

Morecare@ St Mary's opened in 2012 and is privately owned and managed. The provision provides a breakfast and after school club for children who attend St Mary's school. It operates at St. Mary's school in Nine Elms in the London Borough of Wandsworth. 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 12 children on roll aged under eight years; of these three are within the early years age range. The club welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. The club operates each weekday between 7.30am and 9am and 3.15pm and 6.30pm, term time only. Three members of staff, including the provider work with the children. The provider is also the manager. She is qualified at level 3 in childcare. The deputy is qualified at Level 2.

### **What the setting needs to do to improve further**

### **The provision is inadequate and Ofsted intends to take the following enforcement action:**

We will issue a Welfare Requirements Notice requiring the provider to:

ensure that all staff are fully trained to understand the safeguarding policy and procedures, and ensure that all staff have an up to date knowledge of safeguarding issues

ensure that a suitably qualified and capable deputy is appointed; make sure that in the event of the manager's absence there is at least one member of staff with a relevant level 3 qualification and someone who is first aid trained

assess the risk to children's safety and identify how the risk will be removed or minimised; this is with particular regard to the looped cords attached to the blinds on the two sets of doors situated in the playroom .

We will issue a notice to improve that asks the provider to:

ensure that children are taught how to keep themselves safe

implement rigorous and effective systems for self-evaluation to inform priorities and set challenging targets for continual improvement

extend the programme for expressive arts and design by making a range of creative media and open-ended resourced always available to children to extend their creativity further.

### **Inspection judgements**

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

Children arrive at the club keen to greet their friends and staff. Three days of the week staff set up activities in the school hall ready for when children arrive. However two days per week children arrive to an empty room and have to wait a short while for the room to be set up. Staff choose the toys to be set out and fetch them from the outside shed. The selection provided for children is sometimes limited particularly with regards to promoting dynamic adventurous and creative play. For example, on the day of inspection children are restricted to indoor play and can only choose between construction, cars, drawing and books, or to make a New Year calendar. Children are observed to be occupied by the activities but there is a heavy focus on producing an adult-determined end product within the creative activities. Creative media, such as modelling resources are not freely available to children. This means that children are unable to develop their play by adding resources and making props such as bridges, tunnels and ramps, to enhance their play with small world vehicles and construction sets. Nonetheless, staff use open-ended questions and comments to encourage children to share their ideas and to solve practical

problems, such as making a pilot seat for an aeroplane out of construction equipment.

Staff know the children well because they engage children in lots of sociable conversation about their home and school experiences. Children with special educational needs or who speak English as a dual language are sufficiently supported. Staff make books available to children and listen to them read so that this is not a task they have to do later at home when they are tired. Staff speak to parents and children's teachers regularly to help them plan for children's individual learning needs and to support their well-being. Staff keep up to date on the school topics, such as 'the body'. They plan some interesting and innovative activities to link with these topics. For example, staff teach children how to do embroidery. Children then design hearts, lungs and liver using cross stitch. Staff cut up pictures of body parts which children have fun piecing together to create a complete body. Children enjoy the weekly cooking activity and the range of sports activities delivered by staff. Weather permitting, children have free access to the outdoor play area. They enjoy taking part in physical games, such as walking races and completing an assault course and use climbing and balancing equipment.

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

Children are cared for by friendly staff who show interest in what they have to say. The club is reasonably well equipped with play resources, but the premises are not always presented to create a welcoming and stimulating environment. However, children say they enjoy coming and parents report that children ask for extended hours so they can stay longer. Staff practise the evacuation procedure with children so that they know what to do in the event of a fire. However, staff do not do enough to teach children about safety and to ensure that they are safe. For example, despite recognising the serious risk to children from getting entangled in looped blind cords the cords remain hanging dangerously. The manager even reports to have seen children putting them around their necks.

The foundations for children to adopt healthy eating habits are being firmly laid by management's provision for a filling breakfast and nutritious hot meal for tea. The club provides well for children with special dietary needs or any well-known dislikes. For example, there is always a vegetarian option and if children are known not to like something specific, such as cheese, an alternative is always provided. With this exception children are expected to try all foods and they do. They know that if they do not eat their main meal, they are only allowed fruit and yoghurt for pudding and not the additional sweet pudding, such as cake. Staff deal with fussy eaters sensitively and appropriately. They give good, clear explanations about nutrition. For example, staff explain that tomato sauce is made from tomatoes so they do not need this on their chicken and tomato pasta meal. Parents say they are impressed by how quickly children's eating habits improve. For instance they discover a fondness for broccoli. Staff usually plan activities to ensure that children engage in some form of physical exercise most days.

Children are helped to settle into the club by their designated key person. Staff share useful information with parents about their children and agree strategies for supporting children's individual needs. Children behave very well most of the time. Staff handle

disputes, for instance with older children that have spilled over from school, sensitively. This helps to reassure younger children.

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

This inspection was brought forward because it was judged to be inadequate at the last inspection and Ofsted also received information that raised further concerns about the provision. The provider was found to be in breach of the Statutory framework for the Early Years Foundation Stage requirements and associated requirements of the Childcare Register. Due to limited improvement since the last inspection and the significance of failures relating to safeguarding and welfare requirements Ofsted intends to take enforcement action, to ensure that the provider takes the necessary action for improvement.

The provider-manager is the designated person responsible for dealing with safeguarding concerns. This includes concerns about children's welfare and any allegations against staff. It is evident that despite being aware of safety hazards the provider has done nothing to minimise them. Staff demonstrate a lack of knowledge in relation to safeguarding issues. Although there is an induction procedure in place that covers child protection this does not involve providing staff with specific training. Neither of the two staff, one of whom is the deputy, have completed safeguarding or first aid training. The designated deputy holds a qualification at level 2 in childcare. Although the provider deems her to be suitable for the role it is clear that she has insufficient knowledge to enable her to fulfil the role adequately. This means that in the absence of the manager not only is there no-one on the premises with the required training, qualification requirements to have someone with a qualification at level 3 are also not met .

All required records and documentation are in place and suitably maintained. For example, public liability insurance is obtained, there is a written complaints procedure displayed for parents and all accidents and injuries sustained to children are recorded. The provider has met most of the actions raised at the last inspection. For example, there are suitable procedures in place for recruiting and vetting new staff. References are sought and verified and staff are fully checked by the Disclosure and Barring Service. There are procedures in place for providing staff with supervision and an appraisal system. However, this is not effective in identifying and targeting staff training needs. The setting has established an effective partnership with children's teachers to support children's individual needs. This aspect of the provision is now a strength.

Overall, although some improvements have been made since the last inspection, the provider has no clear process for carrying out effective self-evaluation; to ensure that priorities for improvement are identified and targeted within appropriate timescales. This limits the settings capacity to improve without additional monitoring . Parents believe the setting provides very well for their children's well-being and learning needs. They report extremely positively on the friendliness of staff, provision for food and children's levels of

enjoyment.

### **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 the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure the premises and equipment used for the purposes of childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect. (voluntary part of the Childcare Register)

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY445860
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	948424
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	4 - 8
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Morecare Childcare Ltd
<b>Date of previous inspection</b>	09/01/2013
<b>Telephone number</b>	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, 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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