

# Morecare@St Mary's

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

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 08/09/2014 |
| Previous inspection date | 17/01/2014 |

|  |                         |   |
|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 4 |
| 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 requires improvement

- There are sound partnerships with parents and other professionals and providers to ensure children are well prepared for their move between the out-of-school club and school.
- Children behave well, develop independence skills as they take it in turns to set the table for their meals and take responsibility for their own personal belongings.
- Children are provided with healthy breakfasts and evening meals and have daily opportunities for fresh air and exercise. This has a positive impact on their well-being.
- Staff are friendly and welcoming, as a result children openly share information about their school day and settle quickly when they arrive.

### It is not yet good because

- Not all staff members are familiar with the safeguarding procedures to follow in the event of an allegation being made against a member of staff to help protect children's welfare.
- Staff do not ensure that the hours of children's attendance is accurately recorded.
- Children do not have access to a good range of age-appropriate resources to play with or easy access to fresh drinking water to support their well-being.
- Children are not always supported in their chosen activities as staff do not always engage with them effectively.

## 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 checked the evidence to show the suitability of staff working with the children.
- The inspector invited the provider to conduct a joint observation of the use of the book corner area set out for children.
- The inspector observed activities both indoors and outdoors.
- The inspector looked a range of documentation relating to the setting including policies and procedures; risk assessments and the setting's business plan for improvement.
- The inspector spoke to parents.

## Inspector

Mauvene Burke

## Full report

### Information about the setting

Morecare@ St Mary's registered in 2012 and is privately owned and managed. The setting 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 are used by the setting. The children have use of an enclosed outdoor play area. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll who are all aged under eight years; of these, three children are within the early years age range. The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The setting is open each weekday from 7.30am to 9am and 3.15pm to 6.30pm, term time only. The setting employs three members of staff, including the provider who also works with the children. Two staff hold relevant qualifications at level 3.

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

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

- ensure that staff have an up-to-date knowledge of safeguarding issues, particularly relating to the procedures to follow in the event of an allegation being made against a member of staff
- ensure that fresh drinking water is available and accessible at all times
- keep an accurate record of the hours of children's attendance

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

- help children to become active learners by playing with them, supporting their language skills and supporting them in their chosen activity
- provide resources that are age appropriate so that children are suitably challenged in their learning through play.

## Inspection judgements

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

Children show that they are ready to be keen learners because they respond well to the routine and structures that are in place. Children appear happy and settled and, as a result, they chat with adults who are around, and to each other about their day at school, settling quickly when they arrive. Staff provide a general range of experiences for children, which includes circle time sitting as a group around a table, which the children enjoy. This gives children the opportunity to engage in conversations with each other and with the adults. Children are keen to share news from school with the group and each child waits appropriately until it is their turn to speak. As a result, children are developing social skills for the future. Children listen to and follow instructions well; they are confident to ask questions if they are not sure about something. However, during self-initiated or planned activities staff do not always support children's play or engage them in conversation. As a result, children are not always motivated to try new activities and experiences to build on their skills and knowledge. Instead, they prefer to play football and other more familiar games, such as building with the bricks. As children in this setting are quite confident, they usually just get on with things to do.

Children enjoy planned activities such as designing their own motifs for t-shirts and are curious as to how they will get their design on to the material. Other activities organised by staff are not as challenging and not appropriate for the age of children attending the setting. For example, the area where children can sit and read contain books that are more suitable for babies, for example books of about colours, shapes and hardback books with numbers up to five.

Children can make some choices about their play, although due to resources being stored away from the room, they cannot always access for themselves what they want. Despite this, they are confident and vocal enough to ask for something they wish to use, as and when required. A wide range of art and craft materials enable children to express themselves creatively. They use scissors, glue-sticks and brushes competently to make pictures and collages.

Staff collect valuable information about children's interests, likes and dislikes from parents before their children start at the setting. This helps staff to meet their specific needs appropriately. Parents are aware of what their children are doing as the plans are displayed on the parents' notice board.

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

On arrival at the setting children quickly take responsibility for their personal belongings, help themselves to a drink of squash and lay the table if it is their nominated day to assist with the task. This helps to foster children's independence and confidence. All children within their early years age group have a designated key person that supports their care. Staff praise children for their efforts to behave well and be kind to others. For example, the children were highly praised by the manager for not responding to a request by a parent to open the gate. The children told the parent 'we are not allowed'. One child then pointed out that the person 'could have been in disguise and planning to take them away'. This also demonstrates children's understanding of keeping themselves and others safe.

Children have forged firm relationships and show empathy towards one another. They can often be seen huddled together in deep conversation or holding hands as they make their way to the bathroom. Children show that they are aware of established rules and boundaries by reminding each other during circle time about what they should or should not do. This also helps them to gain some understanding about safety and helps to foster children's good behaviour. Parents are encouraged to share information about their child's needs and interests and, as a result, staff support children's well-being adequately.

Children's healthy lifestyle is supported because they have regular access each day to the outdoor play areas where they can skip, play football or race against each other. Children enjoy healthy snacks and meals during the session, which includes a cooked meal such as chicken, roast potatoes and vegetables. However, although children have access to a drink during the session, this tends to be squash and not fresh drinking water, in order to promote children's health and diet. This is a breach of requirement of the Early Years Foundation Stage and an associated requirement of the Childcare Register. Children are aware of the importance of following the setting's hygiene rules as they line up to wash their hands before they eat and after visiting the toilet, to reduce risks of germs and cross infection.

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

Since the last inspection by Ofsted, where the provider received a number of notices to improve, a monitoring visit has taken place and the management and staff team have worked hard to implement positive changes. For example, the manager now ensures that staff carry out risk assessments and minimise risks to protect children's safety. Most staff demonstrate a secure knowledge of safeguarding child protection procedures. However, not all are familiar with the procedures they would have to follow in the event of an allegation being made against a member of staff, in line with requirements. The manager was asked to ensure that a deputy was recruited who is level 3 qualified. This also has been achieved and has a positive impact on the setting.

All policies and procedures are appropriately kept; the manager is in the process of updating some of these in line with the recent changes to the Early Years Foundation Stage framework. Information about what the setting offers children is provided to parents in the form of a booklet. Parents are encouraged to share what they know about their child's interests, needs and learning. Many parents request that the staff read with the children and help with their homework. As a result of these positive partnerships, children settle well within the out-of-school provision.

The manager has started to evaluate her setting in the form of a business plan which she uses in order to make future improvements to help raise the quality of the setting for children. She has demonstrated a commitment to making improvements by meeting the actions raised at her last inspection and monitoring visit. She has sought the views of staff, children and parents as to what they would like to see improved. She is in the

process of acting on some of these issues, such as staff development in terms of training. Appropriate arrangements are in place to monitor staff performance. Staff benefit from an induction period, ongoing training programme and annual appraisals to support their performance and improve their skills.

Parents spoken to expressed their satisfaction and stated that their children enjoyed coming to the setting. Some of the setting's policies and procedures are displayed in a folder in the hall for parents to view, including safeguarding and the complaints procedure. Partnership working with the school the children attend is sound. Staff obtain information regarding supporting children with special educational needs and/or disabilities, and gain sufficient information to enable them to complement and build on some of the children's interests in school.

### 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:

- train all staff on the written statement of procedures to be followed to safeguard children, in this instance the procedures to follow if an allegation of abuse is made against a member of staff
- ensure that an accurate record of children's hours of attendance is kept (compulsory part of the Childcare Register)
- ensure that children have access to fresh drinking water
- ensure that an accurate record of children's hours of attendance is kept (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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>           | 978899                   |
| <b>Type of provision</b>           | Out of school provision  |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 4 - 11                   |
| <b>Total number of places</b>      | 20                       |
| <b>Number of children on roll</b>  | 29                       |
| <b>Name of provider</b>            | Morecare Childcare Ltd   |
| <b>Date of previous inspection</b> | 17/01/2014               |
| <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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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