

# Mosaics - St Marks Out of School



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

## Inspection date

3 May 2016

Previous inspection date

18 March 2013

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Not applicable	

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The provider has failed to notify Ofsted of new committee members. A legal requirement to ensure that Ofsted are provided with the necessary details of each individual, so that suitability checks can be completed, has not been met.
- Systems for staff supervision are not yet strongly directed to provide a sharper focus on helping staff to enhance their knowledge and skills to the very highest levels.
- Staff do not support children's ability to use technology well enough to fully complement their interests and learning from school and home to an even higher level.

### It has the following strengths

- The quality of teaching is good. Staff complement children's learning from school very well. They provide a good range of activities for children to engage in and liaise closely with teachers and parents to effectively share children's achievements and progress.
- An effective key-person system helps children to form secure emotional attachments with friendly and caring staff. Their transition into the club is smooth. Staff collect children from their classrooms each day, helping children to feel assured and settled.
- Managers and leaders aspire to improve. They have high expectations and a clear vision for the club. Staff and committee members work together very closely with children and parents to identify areas of improvement. These are quickly acted upon to help raise the quality of experiences and care that children receive.
- Children's enjoyment at the club is of paramount importance. Staff listen carefully to children, helping them to express their own ideas for future learning.

## What the setting needs to do to improve further

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

#### Due Date

- ensure that Ofsted are provided with the necessary information to enable them to carry out required suitability checks for anyone aged over 16 years working on the premises. 17/05/2016

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

- strengthen systems for staff supervision to provide a sharper focus on helping staff to enhance their knowledge and skills to the very highest levels
- provide children with more opportunities to use technology to complement their interests and learning from school and home to an even higher level.

## Inspection activities

- The inspector toured the areas of the school used by the club.
- The inspector observed children throughout the inspection both indoors and outside.
- The inspector held discussions with the nominated person, the Reception teacher from the host school, the staff and children throughout the inspection.
- The inspector examined a range of documents. These included, evidence of suitability, a record of staff's qualifications and training, policies and procedures, risk assessment records and children's learning files.
- The inspector conducted a joint observation with the manager during a spontaneous activity.
- The inspector took account of the views of parents and children spoken to on the day of the inspection.

## Inspector

Charlotte Bowe

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. Staff have a firm understanding of the procedures to follow to protect a child's welfare. Children are closely supervised by vigilant staff. They are within sight and hearing at all times and have access to secure areas to play. This contributes to ensuring that children remain safe. Recruitment procedures ensure that staff working directly with children are skilled and suitable. However, leaders have failed to notify Ofsted of new committee members. This means that the necessary suitability checks have not been carried out on all adults associated with the provision. That said, leaders have ensured that the required Disclosure and Barring Service checks have been carried out. The well-qualified staff work together very well. Established performance management helps to highlight what staff do well and what needs to be improved. However, systems for staff supervision are not rigorous enough to provide a sharper focus on helping staff to enhance their knowledge and skills to the very highest levels. Effective monitoring of children's progress helps staff to swiftly highlight and support any early concerns.

### **Quality of teaching, learning and assessment is good**

Good links with the Reception teacher help staff to deliver fun and meaningful activities that complement children's learning in school. Staff take an interest in what children have been doing at school. On arrival to the club, they ask children about this to promote conversation, helping them to become good communicators. Children enjoy developing their good imagination skills. They use available resources to recreate roles from familiar movies and show confidence in linking up with others to share this experience. Children use tools for a purpose when playing with creative materials. They order items by length and show their good understanding of the body as they make dough characters. Children are highly valued and encouraged to direct their own learning. For example, children have initiated that they would like to create a display of pets and animals to further complement their learning from school. Staff have incorporated this into their plans, helping to give children a sense of belonging and self-worth. Children's achievements are clearly captured. These are shared with parents and teachers to keep them informed of children's learning and progress and used effectively to inform future learning experiences.

### **Personal development, behaviour and welfare require improvement**

The welfare of children is not wholly assured because members of the committee have not been thoroughly vetted through Ofsted. However, children's physical and emotional well-being is fostered well. Children are happy and settled in the club. The consistency of staff between the club and school helps to ensure that children are cared for by staff who know them very well. Staff are good role models. They praise positive behaviour, using effective strategies, such as reward stars when children are being kind, polite and helpful to others. This helps children to adopt a culture of respect for others. Staff provide daily opportunities for children to exercise in their spacious outdoor environment. Children have fun developing their ball skills when engaging in activities, such as tennis and football. They eagerly engage with others, demonstrating their good social skills when playing number games that complement their ongoing learning from school. Children enjoy the responsibility of making their own choices to develop independence.

## Setting details

<b>Unique reference number</b>	EY360697
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	1041421
<b>Type of provision</b>	Out of school provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	4 - 11
<b>Total number of places</b>	26
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Mosaics Committee
<b>Date of previous inspection</b>	18 March 2013
<b>Telephone number</b>	01539 560719

Mosaics - St Marks Out of School was registered in 2007 and operates from within St Marks C of E Primary School. The setting employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3, including the manager who holds an appropriate qualification at level 6. The club opens from Monday to Friday, during term time. Sessions are from 7.45am until 8.45am and 3.30pm until 6pm.

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