

Inspection date	13 June 2016
Previous inspection date	1 November 2012

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

Summary of key findings for parents

This provision is good

- Staff are positive, welcoming and approachable, which fosters a positive ethos within the provision. They get to know all children very well and they appropriately facilitate games and activities that promote turn taking, sharing and cooperative play.
- Partnership work with parents is strong. The provider and staff use questionnaires and written comments from parents to help evaluate and monitor the overall performance of the provision.
- The key-person system is embedded well and children regularly spend time with their key person. Staff and parents regularly exchange detailed information about children, which promotes children's all-round development and well-being.
- Children are happy and they enjoy playing with the varied range of toys and equipment. Activities are planned that help to complement learning that takes place at school. Staff help children to work towards future goals and next steps for learning.

It is not yet outstanding because:

- Staff have one-to-one meetings with the manager where they receive coaching and their training needs are identified. However, performance management is not focused on staff reflecting on their practice and skills, in order to raise the quality of the provision to the highest level.
- When children first arrive or when the number of children attending is high, the environment and premises are not arranged as well as they could be. Staff do not always take full advantage of the available facilities to help fully meet children's individual needs.

What the setting needs to do to improve further

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

- sharpen the focus of performance management, to help staff to improve their personal effectiveness and raise the quality of the provision even further
- review the arrangement of the environment and premises to enable children to continually benefit from experiences that help to meet their individual needs.

Inspection activities

- The inspector had a tour of the facilities with the manager.
- The inspector observed the children engaged in a range of play experiences.
- The inspector looked at relevant documentation, such as a sample of policies, including risk assessments, and evidence of the suitability of staff.
- The inspector spoke to members of staff, a small selection of parents and children during the inspection and took account of their views.
- The inspector held a meeting with the provider and manager and discussed the provider's current procedure for self-evaluation.

Inspector

Julia Galloway

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff know who to contact if they suspect that a child is at risk of harm, and what action to take if an allegation is made against a member of staff. All staff are well qualified and they continue to access regular training to help promote their knowledge. Recruitment and vetting arrangements are robust. All staff have thorough suitability checks carried out, which includes a Disclosure and Barring Service check prior to working with children. Risk assessments are carried out to identify any hazards. Staff ensure that the environment is safe and secure. Children are well supervised at all times. Staff encourage children to share their views and opinions about how the provision is run. Children comment that, 'Staff are very friendly and caring'. Children are confident to express what their interests are and staff use this information to plan a varied programme of events.

Quality of teaching, learning and assessment is good

Staff provide children with a broad range of experiences that supports children's all-round development, which helps them to gain confidence for their future learning. Key persons use what they know about children's skills to plan activities and experiences. For example, they spend time helping to consolidate children's developing literacy skills while they write inside greeting cards that they have made. Staff talk to children about their ideas and encourage them to be creative as they plan their designs. Children understand the routine of the club and they readily listen and respond to requests from staff. They show respect for each other and generally play together happily. Communication between the club and the school where the provision is based is good. Staff ensure that there is a regular two-way exchange of information so that children are supported to make continued progress. This contributes to children being happy, settled and eager to learn.

Personal development, behaviour and welfare are good

Children are happy and excited when they arrive at the provision. They develop close relationships with their key person. Children enjoy opportunities to use a large outdoor play space where they can be physically active and play in the fresh air. They take part in cooperative games and clearly enjoy sharing these experiences with staff. Children are encouraged to develop and understanding with regards to each other similarities and differences. Staff encourage children to share information about their families and personal beliefs. This helps children to develop gain a good understanding of different cultures and faiths, as they talk about and celebrate different festivals. Children's individuality is celebrated as children make papier-mache models of themselves and display them around the room. Eating healthy foods, such as fruit and vegetables, is incorporated into activities. Children are keen to make fruit kebabs, which helps to promote them making healthy food choices. Children's independence is fostered well and children are encouraged to make choices in their play.

Setting details

Unique reference number	EY446571
Local authority	Birmingham
Inspection number	1041503
Type of provision	Out of school provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	4 - 11
Total number of places	16
Number of children on roll	36
Name of registered person	Samantha Kolar and Michelle Kirwan Partnership
Registered person unique reference number	RP910877
Date of previous inspection	1 November 2012
Telephone number	07982610188

St Marks was registered in 2012. The club is based within St. Marks RC Junior & Infant School, Birmingham. It is open Monday to Friday from 7.30am until 8.55am and 3.25pm until 5.45pm, during school term times and during some holiday periods. The club employs four members of staff who all hold appropriate level 3 qualifications.

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