

St Matthias Holiday Scheme



St Matthias School, Bacon St, London, E2 6DR

Inspection date	1 June 2016
Previous inspection date	31 July 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Met	
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

- Leaders and staff work effectively together to reflect and evaluate on the quality of the provision. They implement a wide range of procedures and policies to promote children's safety and well-being.
- Partnership working with parents is effective. Staff encourage a regular flow of information and share daily information with parents about their children's experiences to promote continuity in care.
- Staff create a positive and stimulating environment with many play opportunities for children to flourish. Children gain the necessary skills to prepare them for the next stages of their learning and development.
- Children learn to manage their behaviour well. They play cooperatively together and develop positive attitudes towards others.

It is not yet outstanding because:

- Occasionally, staff miss opportunities to help children gain a deeper understanding of their achievements, to help further raise their self-esteem.
- Leaders are still at the early stages of embedding their procedures for staff supervision fully, to enhance the already good practice of staff and to develop children's overall experiences.

What the setting needs to do to improve further

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

- continue to strengthen procedures for staff supervision, so staff develop their good practice even further, to enhance children's experiences
- make better use of all opportunities to develop children's confidence and to raise their self-esteem continually.

Inspection activities

- The inspector checked a range of documentation, including records of suitability of staff and planning, and the setting's policies, such as those relating to safeguarding practices.
- The inspector held meetings with the staff and leaders.
- The inspector took account of the children's views and written feedback from parents during the inspection.
- The inspector conducted a joint observation with the leader.
- The inspector observed a range of activities, including the use of resources in the playrooms and in the outdoor play area, and reviewed children's records.

Inspector

Martina Mullings

Inspection findings

Effectiveness of the leadership and management is good

Leaders are committed to providing good-quality care and a safe environment for children. Safeguarding is effective. Leaders ensure staff attend relevant training, including on safeguarding children and paediatric first-aid, to promote their professional development. Staff have detailed knowledge of child protection and the procedures to follow should they have concerns about a child. They are vigilant and know when to take swift action to reduce any potential hazards to ensure children's safety. Leaders implement robust procedures for recruiting staff, including checking their suitability. Staff work in partnership with other professionals at schools that children attend, to promote consistency and to provide good care, including for children with special educational needs. Leaders evaluate and monitor the effectiveness of the club well to help them identify ways to continuously improve.

Quality of teaching, learning and assessment is good

Staff obtain key information from parents when children first start to help them meet individual interests and needs. Staff effectively use their observations of children to provide a wide range of indoor and outdoor play activities, which motivate children and complement their formal learning. For example, children develop a good understanding of the world when undertaking a planting activity, including the process of growth. Staff make use of children's play to promote their communication and language skills. For example, staff engage in meaningful conversations with children and encourage them to talk confidently. Children listen carefully and follow simple instructions well. They express their creativity and imagination well, such as when manipulating dough to create their own designs.

Personal development, behaviour and welfare are good

Children thoroughly enjoy their time at the club. The positive interaction from staff helps children to settle well, in particular those children that attend for shorter periods during the school holiday. Children are independent and resourceful. For example, they do things on their own and help with tidying up. Children listen well and show respect to others. They form close friendships with their other children, and learn to share and take turns. Staff promote children's health effectively. For example, children eat healthy snacks and they learn to wash their hands at appropriate times. Children enjoy being outside and they have immense fun, while benefiting from opportunities to develop their physical skills. Children learn to be careful of their own and others' safety, such as when using play equipment outside.

Setting details

Unique reference number	119619
Local authority	Tower Hamlets
Inspection number	986656
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	3 - 8
Total number of places	75
Number of children on roll	40
Name of registered person	London Borough of Tower Hamlets
Registered person unique reference number	RP901219
Date of previous inspection	31 July 2012
Telephone number	0207 364 4477

St Matthias Holiday Scheme registered in 2012. It is located in Shoreditch, in the London Borough of Tower Hamlets. The club operates during school holidays only, from 8am to 6pm. There are 28 members of staff and, of these, one of the leaders has achieved early years professional status, and all other staff hold relevant qualifications at level 3 and level 2.

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