

<b>Inspection date</b>	19 September 2016
Previous inspection date	8 September 2014

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	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

- The manager is a highly reflective practitioner and has a strong drive to improve. She has addressed the previous actions and recommendations effectively, making significant improvements to the club.
- Warm and caring relationships exist between staff and children. Children in the early years age range have a key person who cares for them. Children form secure attachments with adults and are confident to explore the environment.
- Partnerships between home and the club are strong. Parents praise the level of care that staff provide for their children.
- Staff receive good professional support and access a wide range of training to develop their knowledge and skills. For example, staff have been supported through completing their level 3 qualifications. This has a positive impact on children's experiences.
- Children have fun at the club. They play well together and make friendships across the age groups.
- Children have access to a broad range of interesting and exciting activities and resources. They confidently engage in the activities and play very nicely together.

### It is not yet outstanding because:

- Children do not have many chances to share and celebrate their backgrounds with one another, to help them value further their individual differences.
- At times, staff do not make the most of opportunities to develop children's independence.

## What the setting needs to do to improve further

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

- increase opportunities for children to learn about and value differences in society
- extend opportunities for children to complete small, manageable tasks.

### Inspection activities

- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
- The inspector engaged with the children at appropriate times during the inspection.
- The inspector observed children's indoor and outdoor play.
- The inspector carried out a joint observation with the manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, and a range of policies and procedures.

### Inspector

Becky Phillips

## Inspection findings

### **Effectiveness of the leadership and management is good**

Safeguarding is effective. All staff have a good understanding of how to keep children safe and know what to do should they have any concerns about a child's well-being. The manager effectively evaluates and reflects on the service they provide, taking into account the views of parents and children. For example, parents complete questionnaires and children are given opportunities to talk about what they like doing in the club. The manager uses this feedback to make sustainable improvements to the club and the experiences they provide for children. The manager provides ongoing support and guidance to staff, for example, through effective appraisal and supervision meetings. Staff have strong links with the school. They work closely with teachers and parents, and share key information to provide consistent care and support for children.

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

Staff provide a wide range of enjoyable and exciting activities, and effectively complement children's learning in school. Children are motivated, occupied and interested in the activities and experiences provided. For example, they have opportunities to join in team ball games and delight in competing, where they enthusiastically cheer each other on while enjoying plenty of physical exercise. Staff are experienced in working with children and have a secure understanding of how to help them initiate their own play and relax after school. For example, children use a range of musical instruments to create their own band; they take turns in playing their instruments and building a tune together, playing it for the rest of the group. Children are happy and settled, and staff skilfully interact with them. Staff value children's comments and contributions, and children of all ages are relaxed, happy and engaged.

### **Personal development, behaviour and welfare are good**

The environment is warm and welcoming. Staff listen and talk with children about their day at school and ask them about what they would like to do in the club. They provide children with opportunities to rest and relax or to be more active, such as when they play games outside. Children's good health is supported. For example, they enjoy healthy snacks after school, for breakfast in the morning and take part in weekly cooking classes. Children's behaviour is good. They are kind, considerate and are well-mannered. Staff remind children of behavioural expectations and praise their good efforts. Children's time in the club provides them with good opportunities to further develop the skills and attitudes needed for their continued learning in school and for future life.

## Setting details

<b>Unique reference number</b>	EY445860
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	1054525
<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>	3 - 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	15
<b>Name of registered person</b>	Morecare Childcare Ltd
<b>Registered person unique reference number</b>	RP531570
<b>Date of previous inspection</b>	8 September 2014
<b>Telephone number</b>	07947966896

Morecare@ St Mary's registered in 2012 and 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 club is open each weekday from 7.30am to 9am and 3.15pm to 6.30pm, during term time only. The club employs three members of staff, including the provider who also works with the children. Three staff hold relevant qualifications at level 2 and above.

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