

Mosaics - St Marks Out of School



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

Inspection date

6 October 2016

Previous inspection date

3 May 2016

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | 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 committee and managers are dedicated and committed to ensuring the club's continued success. The committee are fully aware of their legal responsibilities and actions from the last inspection have been successfully addressed.
- The club works successfully in partnership with parents. Parents are highly complimentary when they speak about how well the club operates. They comment on how much their children enjoy attending, how well they have settled and the friendliness of the staff.
- The staff team is well qualified and experienced. They demonstrate high expectations of what children can achieve, introducing innovative, fun and challenging opportunities which, overall, reflect children's individual interests. Children are eager to participate.
- Staff work closely with the host school and other settings children attend. They share daily information about children's successes and plan topics that complement children's learning. This is effective in supporting them as they move through from school and nursery into the club.

It is not yet outstanding because:

- The managers and staff have not fully considered how to provide children with opportunities to follow their own interests after the school day.
- Although children are encouraged to be independent, they are sometimes not encouraged to tidy up after themselves before moving on to other activities.

What the setting needs to do to improve further

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

- consider ways of providing even more opportunities for children who wish to be quiet and to relax after their school day to follow these interests
- promote children's good independence skills further and encourage them to take part in making their environment safe.

Inspection activities

- The inspector spoke with members of the committee, managers, staff and children at appropriate times during the inspection.
- The inspector spoke to a number of parents during the inspection, taking their views into account.
- The inspector observed children while they were involved in activities and the interactions between staff and children.
- The inspector looked at relevant policies and procedures, suitability check records for staff and committee members and staff training and qualification records.
- The inspector conducted a joint observation with the manager.

Inspector

Janice Caryl

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Committee members and staff are clear about the procedures to take if they have any concerns about a child's welfare. Daily risk assessments help to ensure that the environment, where children play, is safe and secure before use. Policies and procedures are regularly reviewed. This helps to ensure the policies reflect any changes in legislation and contributes to the safe and efficient management of the club. There are good supervision arrangements in place where the manager and staff discuss professional development opportunities. Staff have access to a wide range of training opportunities through the host school and other organisations. This helps them to enhance their knowledge and skills so that they can support and facilitate children's play. The managers evaluate the quality of the provision to target areas for improvement. Children and parents are involved in providing feedback and discussions with staff and committee members help to drive continuous improvement.

Quality of teaching, learning and assessment is good

Children enter the club enthusiastically. Overall, they are actively encouraged to make choices about what they would like to do and where they would like to play. The atmosphere within the club is animated with children focused and engaged in their chosen play. Staff value and respect the contributions from children about activities they would like for the rest of the term. For example, children's ideas are displayed in the form of a line of flags strung onto a display board. This helps to keep children motivated and inspired. Staff's interventions enable children to extend their play. For example, they provide high-quality resources and writing materials as older children set up a play dough cafe. Staff observe carefully, listening and responding appropriately. They announce to the rest of the group that the cafe is now open. Some younger children just settling in prefer to play alone. Staff recognise their own impact on children's play space, sensitively playing alongside and supporting children to develop their confidence. Children become responsive, talk about what they are doing and explore the toys and equipment more creatively.

Personal development, behaviour and welfare are good

Children of all ages play happily together. They are polite and friendly, engaging well with all adults. Overall, children's health and well-being are effectively fostered. Staff remind children to wash their hands after using the toilet and before sitting down for snack. They have a healthy and wide range of items to choose from. Snack time provides a good social opportunity where children sit with each other and adults, talking about their day. Children are well behaved. They follow instructions and contribute to making club rules. Behaviour management strategies are consistent across the club and host school. For example, children collect points that transfer into house points within school. This helps to give them the motivation and incentive to perform well and learn the difference between right and wrong. Staff are positive role models and relationships are good. They know children and their families well and children develop secure relationships with the warm and caring staff team.

Setting details

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|--|---|
| Unique reference number | EY360697 |
| Local authority | Cumbria |
| Inspection number | 1058362 |
| 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 | 26 |
| Number of children on roll | 40 |
| Name of registered person | Mosaics Committee |
| Registered person unique reference number | RP527255 |
| Date of previous inspection | 3 May 2016 |
| Telephone number | 01539 560719 |

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

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