

# Blessed Sacrament Extended School Service



Blessed Sacrament School, Boadicea Street, London, N1 0UF

**Inspection date** 7 February 2017  
Previous inspection date 17 May 2013

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

- Children are happy and confident in the setting. They form close relationships with their key person and other members of staff, and show that they feel safe and secure.
- Staff know children well; they generally plan for their various ages and play interests.
- Leaders ensure that all staff receive ongoing support and professional development opportunities. For example, staff access training on how to engage young children in the centre's activities.
- Staff ensure children have access to a variety of activities to help them be active and develop their physical skills. For example, children are excited to join in with lively games, as they learn how to work together with others in a team.
- Staff provide children with a range of healthy and nutritious foods and help children understand about being healthy. For example, children take part in a weekly cooking club where they help adults to prepare a variety of dishes.

### It is not yet outstanding because:

- Leaders do not make full use of the views they gather from parents, to ensure they are reflected in their ongoing evaluations of the setting, to enhance the provision.
- Staff do not consider fully the arrangements for some daily routines, such as mealtimes, to reflect the individual preferences of children.

## What the setting needs to do to improve further

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

- develop the use of self-evaluation further, to better reflect the views of the parents, and use the information gathered to inform ongoing evaluations of the setting
- consider the arrangements for daily care routines, in particular to reflect fully the needs of all children who attend.

### Inspection activities

- The inspector spoke with children, staff and parents to gain their views on the setting.
- The inspector held a leadership meeting with the manager of the setting.
- The inspector looked at a relevant sample of policies and documentation, such as records of staff suitability checks and safeguarding procedures.
- The inspector observed staff interacting with children throughout the inspection.

**Inspector**  
Shana Laffy

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Leaders ensure that all staff are fully aware of their role and responsibility to keep children safe. Child protection procedures are in place and leaders ensure staff follow these correctly at all times. Leaders are passionate about their roles. Overall, they are committed to making continuous improvements, for example, they consider children's views. Leaders provide staff with support and supervision to help them fulfil their roles well. Overall, partnerships with parents are effective and parents are complimentary about how staff care for children. Staff keep parents informed about children's interests and achievements during their time at the setting. Leaders value the importance of working in partnership with other professionals involved in children's care. For example, they make strong links with the staff at the school to ensure consistency in children's experiences.

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

Staff provide a broad and interesting range of activities for children of all ages and abilities. For example, children enjoy football lessons or cooking classes, alongside their free-play opportunities. Staff help children to gain good physical skills and be creative. For example, children stay engaged for long periods on collage and craft tasks, such as decorating plates with coloured rice, which they show proudly to others when finished. Children enjoy role play and using their imagination. For example, they use the home corner as a Chinese takeaway, asking their friends for their orders and writing down a menu. Staff gather detailed information about children when they start, which helps them to make provision and plan for children's enjoyment at the setting.

### Personal development, behaviour and welfare are good

Staff ensure children have a voice in the setting and develop a sense of belonging. Children have opportunities to try things for themselves and gain skills in being independent. For example, children help to set out the table for snack time and take on jobs and responsibilities. Children behave well. Staff teach them to respect one another, and children form close friendships. Staff members encourage positive behaviour and are good role models for children. Staff have effective systems in place to identify and manage any potential hazards. They support children to understand about danger and the need to follow boundaries and routines. Staff support children's understanding of their diverse local community. For example, children take part in activities about Chinese New Year and talk about customs from around the world.

## Setting details

<b>Unique reference number</b>	EY456439
<b>Local authority</b>	Islington
<b>Inspection number</b>	1063190
<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 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	17
<b>Name of registered person</b>	Highbury Roundhouse Association Limited
<b>Registered person unique reference number</b>	RP520975
<b>Date of previous inspection</b>	17 May 2013
<b>Telephone number</b>	02073595916

The Blessed Sacrament Extended School Service registered in 2012. The club operates in the London Borough of Islington. The club is open from 3pm to 6pm each weekday, during term time only. The club employs five staff, of whom three hold appropriate early years qualifications.

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