

# St. Mary & St. Michael Holiday Scheme

St. Mary & St. Michael Primary School, Sutton Street, LONDON E1 0BD



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|--------------------------|------------------|
| <b>Inspection date</b>   | 7 August 2019    |
| Previous inspection date | 17 February 2015 |

| <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 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 provide a range of interesting and exciting activities, which mean that children behave well and are fully engaged.
- Children enjoy taking part in ring games and are motivated to sing traditional nursery rhymes such as 'Hokey Cokey'.
- Staff are warm and caring; they take great efforts to form good attachments with children in each key group. Children settle well, feel confident to make friends and are helpful to each other.
- Staff model activities well, therefore children feel proud and are confident learners.
- The setting is highly inclusive, and leaders work extensively to provide additional support to families who have children with special educational needs (SEN).
- Parents are happy with the care and support that the setting provides. However, staff do not always share feedback about how children get on during each session.
- Safeguarding is effective. Leaders have robust systems in place, which means that staff know how to identify children who may be at risk of harm or abuse.
- The new team manager has developed a thorough self-evaluation system, and uses this information to take into account the views of all staff, parents and children.
- Staff have a wealth of knowledge and experience which they use to help children understand phonics.
- Leaders value staff and consequently they feel happy and fulfilled in their roles.
- Leaders also recognise the importance of regular professional development and work in partnership with the local authority to plan relevant training. However, they do not use this effectively to help staff deliver planned activities.

## What the setting needs to do to improve further

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

- provide coaching to ensure that staff are consistent when delivering group activities
- improve staff communication to ensure that they can provide regular feedback to parents.

### Inspection activities

- The inspector completed a joint observation with leaders.
- The inspector observed staff and children during different routines, such as group times, circle time and lunchtime.
- The inspector spoke to parents to obtain their views.
- The inspector sampled policies and procedures, recruitment documents and staff records.

**Inspector**  
Chioma Ihezue

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Leaders have a thorough recruitment and vetting process to ensure that all staff are suitable. Staff receive regular safeguarding training which ensures that they are confident about the setting's child protection and safeguarding procedures. The setting promotes a culture of inclusivity. Staff have created a 'calm room' which is a dedicated learning space to meet the needs of children with SEN. Staff have access to a good professional training programme, receiving training from the early years advisory team. However, leaders do not have a robust system in place to evaluate the impact of staff training, in order to embed this in practice. Staff retention is good and staff work well together, creating a positive and harmonious environment. Leaders provide regular supervision of staff and praise individual strengths so that staff are able to take on leadership responsibilities. The manager values the contributions that children make through verbal feedback and questionnaires. Children share their ideas and suggestions to help staff plan daily activities and make changes to the learning environment.

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

Staff are highly qualified, and support children to develop their phonics skills. Staff model writing and say the initial sounds of words, for example, 'Look at my name badge, we have the same letter in our name, 'e' can you see it?' Staff encourage children to use pencils to develop their confidence to form the letters in their name. Children are motivated to use one-handed tools, such as scissors, and outdoor equipment, such as tricycles, to develop their fine- and gross-motor skills. Staff provide lots of opportunities for children to develop their mathematical skills as they enjoy singing counting songs, for example, 'Time Bomb'. Staff help children to develop a wider knowledge of different communities. For example, staff plan activities about the Notting Hill Carnival, and show children how to make musical instruments for a carnival float using natural materials.

### Personal development, behaviour and welfare are good

Staff show high levels of enthusiasm and encourage children to sing songs to help move between lunchtime routines. For example, children model adults singing, 'Follow the leader, let's all go!' Staff use circle-time routines to talk about different food groups and the importance of healthy eating, for example saying, 'Vegetables are good for you'. Regular monitoring and food audits are carried out to ensure that packed lunches are healthy and nutritious. The setting provides parents with booklets with relevant guidance to help children make healthy food choices. Staff have high expectations for behaviour and model good behaviour well. Therefore, children show kindness and respect to each other and are able to manage their own emotions. Children develop a positive sense of themselves and are proud to belong to their individual key groups. Staff encourage children to think for themselves by asking appropriate questions. For example, during lunchtime, when children are unable to locate their lunch boxes, staff ask 'What animal are you?' and children reply, 'Tiger! I can find my bag.' Staff provide a daily transition scheme so that children feel confident for the next stage of their learning in the older years scheme.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY349265  |
| <b>Local authority</b>                           | Tower Hamlets   |
| <b>Inspection number</b>                         | 10112695  |
| <b>Type of provision</b>                         | Childcare on non-domestic premises  |
| <b>Registers</b>                                 | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                             | Out-of-school day care  |
| <b>Age range of children</b>                     | 3 - 5   |
| <b>Total number of places</b>                    | 105   |
| <b>Number of children on roll</b>                | 105   |
| <b>Name of registered person</b>                 | London Borough of Tower Hamlets   |
| <b>Registered person unique reference number</b> | RP901219  |
| <b>Date of previous inspection</b>               | 17 February 2015  |
| <b>Telephone number</b>                          | 0207 364 0523   |

St. Mary and St. Michael Holiday Scheme registered in 2007. It operates at St. Mary and St. Michael Primary School in Stepney, in the London Borough of Tower Hamlets. The holiday scheme opens from 8am to 6pm during some school holidays. The provider employs 53 members of staff. Of these, 36 staff hold relevant qualifications at level 3 or above and 14 staff hold qualifications at level 2.

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