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|--------------------------|-------------------|
| <b>Inspection date</b>   | 22 September 2016 |
| Previous inspection date | 16 September 2014 |

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

- Since the last inspection, the management team has made improvements. Managers use strong recruitment procedures to ensure staff's suitability to work with children. In addition, they have reviewed their policies and gathered all required permissions from parents, including permission for the administration of medicine.
- The management team's self-evaluation process includes the views of staff, parents and children to identify areas for development that help to improve children's experiences.
- Staff regularly talk with school teachers about the children's day at school to help provide consistency in children's care.
- Staff provide a calm and friendly environment for children. Children settle in quickly and build good relationships with their key person, other staff and with one another. Children behave well and respect each other's differences.
- Children are happy, active and keen to take part in a wide range of activities. They choose activities of interest, and engage and enjoy what they do.

### It is not yet outstanding because:

- The management team does not gather information from parents about their children, such as their likes and dislikes, to help plan more effectively for children from the start.
- Occasionally, staff miss the opportunity to enhance children's independence skills. For instance, they do not encourage children to manage some very simple tasks.

## What the setting needs to do to improve further

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

- gather more information from parents about their children's interests when they first join the setting, to help enhance the planning of activities
- support children to manage some practical tasks for themselves to help build on their independence skills.

### Inspection activities

- The inspector held a meeting with the provider to discuss their current procedure for self-evaluation, including the priorities for development of the club.
- The inspector had a tour of the club's facilities with the provider. She observed activities indoors and outdoors and discussed the arrangements for planning children's play experiences.
- The inspector looked at a sample of relevant documentation, including a selection of policies and permissions gathered from parents. She also viewed the evidence of the suitability of staff working in the club.
- The inspector carried out a joint observation and jointly evaluated this with the provider. She talked to staff and children at appropriate times during the inspection.
- The inspector spoke to parents and gathered their views about the setting.

### Inspector

Katarina Hustava

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff fully understand how to keep children safe in the setting. They have a secure understanding of the procedures to follow if they have concerns about a child in their care. The managers and staff keep their knowledge up to date, for example, by attending regular training. They know how to respond to any allegations made against adults working on the premises to protect children's welfare. The managers provide regular support and guidance for staff. They encourage staff to develop their professional abilities, such as achieving further qualifications to extend their knowledge. They welcome parents' and children's opinions. For example, they have extended a range of children's favourite activities, such as street dance and cooking. The managers and staff encourage regular communication with parents about children's experiences to support continuity in their care.

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

Staff provide a stimulating environment for children. Children engage in a range of games and activities, and choose to relax or to be active. At the inspection, children enjoyed drawing pictures of activities they wanted to do, which they later took part in. For example, some children played with puzzles, some built a train track, others chose to read a book and many were active outdoors. Staff interact with children well. They ask them questions that support children's imagination and problem-solving skills. Staff give children plenty of time to finish one task before they move on to another. They talk to children so that they clearly understand what staff expect of them. Staff join children in their play and interact positively. They explain and demonstrate the rules of games, and children participate well.

### Personal development, behaviour and welfare are good

Children are happy and settle in quickly with the help of their key person, who spends plenty of time getting to know each child when they first start. Children feel emotionally secure with their key person being around. Staff use positive praise and help children to become confident and ready to try new things. They support children's understanding of healthy lifestyles. For example, they provide nutritious snacks, including a choice of fruits and vegetables. Staff ensure that children keep active and offer them good quality opportunities to enhance their physical skills. For instance, staff encourage children to run, skip and hop outside, and children enjoy playing football, games with hoops and other activities with balls. Staff teach children to value and respect each other's culture and they arrange activities around different traditional festivals.

## Setting details

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|--|---|
| <b>Unique reference number</b>                   | EY472466  |
| <b>Local authority</b>                           | Ealing  |
| <b>Inspection number</b>                         | 1054531   |
| <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>                     | 4 - 7   |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 50  |
| <b>Name of registered person</b>                 | Soccer Skills Uk Limited  |
| <b>Registered person unique reference number</b> | RP911310  |
| <b>Date of previous inspection</b>               | 16 September 2014   |
| <b>Telephone number</b>                          | 0208 2496800  |

Soccer Skills UK at Christ the Saviour Primary School registered in 2014. The setting is situated in Ealing, London. The setting provides after-school care from Monday to Friday, 3.15pm to 6pm, during term time only. The setting employs 10 members of staff. Of these, six members of staff hold appropriate early years or play work qualifications.

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