

Kid's City at St. Marys RC Primary School

St. Marys RC Primary School, Crescent Lane, London, SW4 9QJ



Inspection date	30 November 2016
Previous inspection date	13 April 2016

	This inspection:	Good	2
The quality and standards of the early years provision	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

- Children enjoy their time at the after-school club. They are motivated, enthusiastic and enjoy making independent choices. They play cooperatively and behave well.
- The manager has been instrumental in improving the quality of the setting since the last inspection. There have been significant changes to practice. For example, staff complete accurate attendance records for all children.
- Staff provide a range of experiences and activities, indoors and outdoors, that are aimed at children's different ages and abilities. They support children's confidence and self-esteem well.
- Parents are generally happy with the provision and express that their children enjoy attending and have good relationships with the staff. Partnership working with the host school is good and helps to provide continuity for children.

It is not yet outstanding because:

- At times, staff do not seize opportunities that arise to extend children's involvement in activities and challenge them further.
- Staff do not build fully on their positive relationships with parents to find out about children's current interests, likes and dislikes to support their planning of activities.

What the setting needs to do to improve further

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

- make greater use of opportunities to extend children's involvement in activities to challenge and interest them further
- consider ways to more effectively seek parents' views about their children's interests to support staff in planning different activities.

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. Staff have a good understanding of their role to protect children and the procedures to follow should they have any concerns about a child's welfare. They work closely with the school to agree strategies and procedures to keep children safe. For example, they deploy themselves well during collection time; ensuring only adults known to them have access into the school. The manager provides ongoing support and guidance to staff. For example, there are effective appraisal and supervision meetings. The manager evaluates and reflects effectively on the service they provide, taking into account the views of parents and children. For example, parents complete questionnaires and children have a comments book to write down 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.

Quality of teaching, learning and assessment is good

Children confidently choose from the wide range of activities on offer. Staff notice what children are interested in and join in with their activities, offering support so children sustain their interest and persevere. For example, a member of staff helped children to learn skills with hoops outside, providing guidance and encouragement until they could manage independently. Staff provide plenty of opportunities to support children's creativity. For example, children enjoy painting activities and have a huge range of resources to explore. Staff encourage them to write their names on their artwork and children are very keen to take their creations home. Staff record observations of children's play and make sure that important information is passed on to teachers and parents. Staff help to support children as they move through the school.

Personal development, behaviour and welfare are good

Children arrive happily to the club and excitedly greet their friends and the staff. They quickly settle to activities and independently choose what they would like to do. Children are kind, considerate and behave well. Staff act as positive role models for children and give gentle reminders to children about what is expected of them. Staff teach children about staying safe, for example, as they practise fire drills and regularly discuss the club rules. Children have a good understanding of risks and stay safe. For example, they complete their own risk assessments, looking at what could be harmful and what they can do to minimise any risks. Children have lots of opportunities to be physically active and develop their coordination skills. They have access to a large outdoor area and choose from a wide variety of resources.

Setting details

Unique reference number	EY280948
Local authority	Lambeth
Inspection number	1057663
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 - 8
Total number of places	30
Number of children on roll	25
Name of registered person	Trojans Scheme
Registered person unique reference number	RP900894
Date of previous inspection	13 April 2016
Telephone number	07850003604

Kid's City at St Mary's RC Primary School registered in 2004 and is located in Clapham, in the London Borough of Lambeth. The club opens each weekday from 3.30pm to 6pm, during term time. There are three members of staff, of whom one holds a relevant qualification at level 3 and one holds a qualification at level 2.

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