

After School Club Academy

Ray Lodge Primary School, Snakes Lane East, Woodford Green, Essex, IG8 7JQ



Inspection date

30 November 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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. Staff are caring, form warm relationships with children and support their emotional well-being effectively.
- Staff work well with parents and other settings children attend. For instance, they share information often to help provide a continuation of care and to support children's progress at school.
- The manager implements effective self-evaluation processes and reflects well on the setting's practice. She seeks the views of others, such as the local authority, and acts on any advice to help improve children's experiences.
- Children behave well. They act calmly, are helpful and understand the setting's rules. The staff share their expectations with children well to help them develop an understanding of acceptable behaviour.

It is not yet outstanding because:

- Staff miss opportunities to encourage children's independence skills, to help enhance their growing self-esteem.
- Staff do not all plan activities around children's interests to help encourage their motivation to explore new experiences, to enhance their skills further.

What the setting needs to do to improve further

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

- explore further opportunities for developing children's levels of independence
- reflect more sharply on activities to enhance children's motivation and enjoyment to explore a broad range of experiences, to help extend their skills further.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance registers.
- The inspector held discussions with the manager about how the setting reflects on the quality of its service.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff know how to recognise and report any signs that indicate a child may be at risk of harm. They have a good understanding of government guidance and how to prevent children from being at risk of extreme views or behaviours. Staff effectively assess risks in all areas that children use to identify and remove any hazards. The manager recognises the setting's strengths and identifies areas of weakness to help her improve children's experiences. Furthermore, she monitors staff's skills well, such as through regular supervisions. She offers good opportunities for staff to develop their skills, such as through staff meetings.

Quality of teaching, learning and assessment is good

Children play in a well-organised environment. Staff provide resources that are age appropriate and reflect children's interests generally well. They gather useful information from parents when children first start the setting to help them plan for children's needs. Staff engage well with children and encourage their involvement while they explore the activities they choose. Children particularly enjoy drawing pictures and sharing their ideas about what they have drawn. Children learn to be creative and express their ideas confidently to others. Staff support the progress children make at school well. For example, children practise their counting skills when talking about how many things they have drawn on their page.

Personal development, behaviour and welfare are good

Staff teach children well about how to be healthy, such as by offering nutritious foods. Children have good opportunities to be active. For example, they use various apparatus indoors and outdoors, such as bats and balls to help them develop their hand-eye coordination and physical skills. Children have good opportunities to learn about diversity, such as when exploring resources that reflect other cultural backgrounds. Children learn to respect each other's differences and develop their understanding of different people in the community well. Staff support children well to develop an understanding of good hygiene practices. For instance, they remind them to clean their hands before they eat. Children successfully learn to keep themselves safe. For instance, they walk around the hall sensibly and have a good awareness of space and where is appropriate to play when using equipment, such as bats and balls, inside.

Setting details

Unique reference number	EY489017
Local authority	Redbridge
Inspection number	1011783
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	40
Number of children on roll	60
Name of registered person	Claire Yvonne Philcox
Registered person unique reference number	RP905390
Date of previous inspection	Not applicable
Telephone number	07930114393

After School Club Academy first registered in 2014 and re-registered in 2015. It is based in Ray Lodge Primary School, Woodford Green, Essex. The setting provides after-school care from Monday to Friday and also operates a holiday playscheme over the school holidays. The setting is open all year round from 3pm until 6pm. The setting employs five members of staff, two of whom hold a suitable early years qualification.

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