

# YMCA After School Club @ King Athelstan Primary School



King Athelstan Primary School, Villiers Road, Kingston Upon Thames, Surrey, KT1 3AR

**Inspection date** 19 March 2018  
Previous inspection date 14 July 2016

| The quality and standards of the early years provision | This inspection:     | Requires improvement | 3 |
|--|----------------------|----------------------|---|
|  | Previous inspection: | Good                 | 2 |
| Effectiveness of the leadership and management         |                      | Requires improvement | 3 |
| Quality of teaching, learning and assessment           |                      | Requires improvement | 3 |
| Personal development, behaviour and welfare            |                      | Requires improvement | 3 |
| Outcomes for children                                  |                      | Not applicable       |   |

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Staff do not manage children's behaviour effectively. Some children run around indoors, becoming boisterous and noisy, and staff do not tackle this. Staff do not sufficiently explain boundaries or reinforce rules.
- The resources available in the hall used by younger children are somewhat limited and children do not have enough opportunity to choose additional resources to meet their interests and extend their play.

### It has the following strengths

- Staff have strong links with the school. They regularly share information about children to ensure a joined-up approach to meeting their needs.
- The environment has been developed to give younger children dedicated space where they can mix with others of their own age group. This has helped staff to tailor activities to more closely meet their needs and to support their developing confidence.
- Staff have a thorough understanding of safeguarding. They know how to recognise the signs that a child may be at risk of harm and what to do if they have concerns.
- Staff have an effective relationship with parents. They offer a warm welcome and keep them fully informed about their child's time at the club. Leaders seek feedback from staff, parents and children to reflect on the quality of the club and make improvements.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

|   | <b>Due Date</b> |
|---|-----------------|
| ■ ensure that staff manage children's behaviour effectively and explain and reinforce rules and boundaries. | 19/04/2018      |

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

- provide children with more opportunities to make choices about with what to play.

### Inspection activities

- The inspector spoke to parents.
- The inspector observed the interactions between the staff and children.
- The inspector sampled a selection of documentation.
- The inspector held a leadership and management meeting with the manager and the nominated individual.
- The inspector spoke to the staff and children at appropriate times during the inspection.

### Inspector

Catherine Sample

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Since the last inspection the club has extended into another part of the school. This has increased the space available and improved the environment for younger children. The provider carries out regular quality assurance visits and has accurately identified areas for development. However, despite leaders being aware that behaviour management is an issue and actively seeking training, nothing else has been done to tackle this issue in the meantime. Safeguarding is effective. The manager and staff regularly complete safeguarding training and are knowledgeable about signs that a child may be at risk of harm, including from radicalisation. Safeguarding is always discussed at staff supervision and team meetings to keep staff's knowledge up to date. There is a detailed recruitment and induction process to ensure that staff are suitable to work with children and fulfil their role. Staff use daily risk assessments to provide a safe environment for children in which to play. The manager holds regular meetings, and has frequent informal debriefings, with staff during which they discuss practice and training needs. YMCA provides a variety of in-house training to develop staff's practice and staff that attend courses cascade this information to their colleagues to improve the quality of children's experiences.

### **Quality of teaching, learning and assessment requires improvement**

The variety of resources for children to choose from is limited. Now that the younger children have their own space, they do not have access to the full range of resources available at the club. This limits their opportunities to make choices about their play. Staff know children well and describe how they have helped them to settle in, develop their confidence and build relationships. They encourage children to share news at the start of the session which helps them to get to know one another and develop their ability to speak in a group. Staff support children in their chosen activities. For example, when a child decides to look at books, a member of staff goes over and reads to them. They praise children as they paint, draw and make collages with dried pasta and encourage them to communicate as they involve them in discussions about what they are doing.

### **Personal development, behaviour and welfare require improvement**

Staff do not manage children's behaviour effectively and do not set clear boundaries. For example, although they repeatedly tell some older children that they should not push in as they walk to the club, they do not use any sort of strategies to stop them. They do not tackle the situation when some children get loud, over excited and boisterous, and do not stop them from racing around indoors. Although there is a 'quiet area' for children to look at books, the high noise levels make it difficult for them to relax. Staff encourage children to adopt healthy practices. They can exercise in the large hall or outdoors using the school equipment, and they have healthy options for their snack.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY389934  |
| <b>Local authority</b>                           | Kingston upon Thames  |
| <b>Inspection number</b>                         | 1125309   |
| <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 - 11  |
| <b>Total number of places</b>                    | 50  |
| <b>Number of children on roll</b>                | 11  |
| <b>Name of registered person</b>                 | YMCA St Pauls Group   |
| <b>Registered person unique reference number</b> | RP524773  |
| <b>Date of previous inspection</b>               | 14 July 2016  |
| <b>Telephone number</b>                          | 07795181816   |

YMCA After School Club @ King Athelstan Primary School registered in 2009. It is one of several out-of-school clubs run by YMCA St Paul's group. The club is situated at King Athelstan Primary School and only provides care for children from the school. The club operates each weekday from 3.15pm to 6pm during school term time only. The club employs five members of staff, including the manager. The manager is currently in the process of completing a childcare qualification at level 3.

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