

# Ymca Thames Gateway St Peters After School Club



St Peters Rc Primary School, Dorset Avenue, Romford, Essex, RM1 4JA

|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 6 July 2018      |
| Previous inspection date | 28 February 2018 |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Inadequate     | 4        |
| 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

- Standards have improved since the previous inspection. Managers have worked effectively to address previous weaknesses. They ensure that all staff understand their roles related to safeguarding and that training is up to date.
- Managers and staff are positive about the improvements made to the club. They are keen to continually improve. They work well with other settings to share good practice.
- Managers have increased the number of staff so that children are well supervised during their time at the club. Staff are vigilant and know how to keep children safe.
- Children enjoy a range of activities. Staff share information with children's teachers so that the activities offered complement their learning in school.
- Children behave well. They respond well to the friendly and caring staff. Staff promote children's physical well-being and healthy lifestyles effectively.

### It is not yet outstanding because:

- Managers do not consistently incorporate the views of parents and children as part of the self-evaluation process to help make ongoing improvements to the club.
- Sometimes, resources and activities are not appealing or stimulating. Furthermore, opportunities for children to rest and relax quietly are not consistently available.
- Occasionally, adults miss opportunities to allow children to do things for themselves.

## What the setting needs to do to improve further

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

- improve the self-evaluation process by incorporating the views of children and parents
- review the organisation of activities and resources so that these are more appealing and that there is a suitable place for children to rest when they are tired
- make the most of opportunities to promote children's independence.

### Inspection activities

- The inspector held discussions with the play leader, the manager and other members of staff.
- The inspector observed the children's activities and staff interactions with the children.
- The inspector checked all areas of the setting that are used by the club. He checked the use of risk assessments to keep children safe.
- The inspector spoke with children informally at appropriate times during the inspection.
- The inspector scrutinised a range of documents related to safeguarding, children's records and a selection of policies and procedures.

### Inspector

Gary Rawlings

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Training has taken place since the previous inspection to ensure that all staff have a good understanding of current legislation. Staff know how to report concerns about a child's welfare and how to deal with allegations against a member of staff. Managers have developed robust risk assessment procedures to make sure the club is safe for children to use. They ensure that staff are deployed effectively to monitor all entrances and to supervise children appropriately. Managers support new staff effectively. Induction arrangements are in place to ensure that staff understand their roles and responsibilities. Managers provide helpful feedback to staff, set targets for improvement and provide good training opportunities. These systems ensure that staff continually improve their practice and this has a positive effect on their interactions with children and the service they offer. Partnerships with parents and the school are positive.

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

Managers are continually increasing and improving the variety of resources and activities available. Staff use well-planned activities to complement what children are doing in school. Staff adapt activities effectively to suit the needs and ages of children. Children had good fun creating pairs of sunglasses from card, decorating these with a range of craft materials and wearing them for others to see. Staff provide children with time to complete their homework, share reading books and play with construction toys. The outdoor area is well used. Children enjoy using the large hoops and playing with the different sized balls to create team games. Staff interact well with children. They encourage them to try new things and praise their efforts consistently.

### Personal development, behaviour and welfare are good

The new routines to promote good behaviour are having a positive impact on children's enjoyment of the club. Children behave well, know what is expected of them and follow instructions carefully. Children are confident and motivated. They willingly help each other, let others join in their activities and know the importance of taking turns. Staff know children well and this supports children's emotional well-being effectively. They follow children's interests and talk to them about their day. Staff use snack time as a good opportunity to talk to children about healthy eating and the importance of good hygiene. Ongoing discussions with school staff ensure that staff can support children's welfare needs effectively and deal with any concerns swiftly.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY550960  |
| <b>Local authority</b>                           | Havering  |
| <b>Inspection number</b>                         | 1132899   |
| <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>                     | 5 - 11  |
| <b>Total number of places</b>                    | 30  |
| <b>Number of children on roll</b>                | 3   |
| <b>Name of registered person</b>                 | YMCA Thames Gateway   |
| <b>Registered person unique reference number</b> | RP521651  |
| <b>Date of previous inspection</b>               | 28 February 2018  |
| <b>Telephone number</b>                          | 01708 745506  |

YMCA Thames Gateway St Peters After School Club registered in 2017. It operates Monday to Friday from 3.15pm to 6pm, during term time. The provider employs four members of staff, two of whom hold relevant qualifications at level 3.

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