

<b>Inspection date</b>	16 November 2018
Previous inspection date	21 February 2017

<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 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

### The provision is good

- The regular communication with parents and the school ensures that children have consistency and continuity of care. Managers support children with special educational needs and/or disabilities well to access the wide range of resources. For example, additional staff support children who need one-to-one support during transitions between schools.
- Staff meet the children's individual needs effectively. They provide space for quiet and active play.
- Partnership with parents is good. The key person ensures children are emotionally well prepared for the next stage of their learning. Parents comment that the setting communicates well and responds quickly to their comments and feedback.
- Managers actively promote equality and diversity. The culture of the setting encourages children to respect and celebrate each other's differences. For example, Staff communicate using sign language throughout the session so that children learn basic words.

### It is not yet outstanding because:

- At times, management's monitoring of staff is not used to focus their training and professional development precisely to help raise the quality of their practice even further.
- Sometimes, the daily routines do not provide as much challenge as possible to support children to become independent learners.

## What the setting needs to do to improve further

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

- strengthen the existing monitoring of staff practice and precisely focus their training and professional development to help raise the quality of practice even further
- extend opportunities for children to make choices and develop their independence during daily routines.

### Inspection activities

- The inspector observed children engaged in activities and the staff interaction with them.
- The inspector looked at documentation relating to the suitability of staff. She also looked at a selection of policies and procedures.
- The inspector carried out a joint observation with the manager.
- The inspector looked at areas of the premises used by the setting.

#### Inspector

Angela Colman

## Inspection findings

### Effectiveness of leadership and management is good

Relationships between staff provide good role models for children. This helps children understand how to behave toward others. Children display consistently good behaviour. They walk from one site to another and enter the main hall in a well-organised manner. The arrangements for signing children in and out of the club are organised well by the manager. Safeguarding is effective. The manager and staff understand their responsibility to support children and to keep them safe. They know what to do if they are concerned about a child in their care. Staff discuss their safeguarding training at team meetings to improve their knowledge and enhance their understanding of current child protection procedures. The manager has worked hard to address the actions from the last inspection. They have built good partnerships with the schools, and work closely with senior management to ensure that risks are minimised. For example, an intercom system is fitted in the main hall so staff can see who has arrived at the door. Managers have supported children well to take responsibility for their safety. Children respond quickly to the practice fire drills, even when thoroughly engaged in their play. They follow the club rules written by them, which include not leaving the main hall unless an adult is with them. Managers use feedback from parents, children and staff to evaluate their practice. They discuss areas for development and make changes to the room layout to enhance further the opportunities for children to engage in meaningful play.

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

Children show high levels of confidence and emotional well-being. They enjoy weekly challenges set by staff, based on the theme of the week. Children work together planning what they will do using a variety of materials. For example, they create snow models and pictures using building blocks, and talk to staff about what they have made. The managers and key persons plan activities to support younger and older children to enhance their enjoyment. Staff are well deployed in the setting. They know children well and have a very secure knowledge of how children learn through play-based experiences. This ensures the environment and resources support children's progress in all areas of learning and development. Children are highly motivated and engaged in their play because the activities provide them with challenge. Staff support all children to improve their knowledge and skills. For example, they teach older children how to play chess while young children concentrate as they develop their skills threading beads to make jewellery and sewing.

### Personal development, behaviour and welfare are good

Children's health is promoted well. They understand the need for exercise and to wash their hands before eating. Children are encouraged to make healthy choices. For example, when they arrive at the setting, the manager shares the menu with them so they can make informed choices. She challenges children to try new things to broaden their experiences. The key person gathers useful information about children before they start, to help them settle quickly. Children are keen learners and eager to share their work. For instance, when children complete activities, staff support them to stand at the front and explain what they have made to the rest of the group. Children receive praise from staff to encourage them to feel good about themselves.

## Setting details

<b>Unique reference number</b>	EY427250
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10056956
<b>Type of provision</b>	Out-of-school day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	5 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Rocks & Pebbles Limited
<b>Registered person unique reference number</b>	RP904192
<b>Date of previous inspection</b>	21 February 2017
<b>Telephone number</b>	07505474101

Rocks@Myatt registered in 2011. It provides an out-of-school service and operates from Myatt Garden Primary School in the New Cross area of the London Borough of Lewisham. The club provides an after-school club from 3.15pm to 6pm each weekday, during term time only. It also operates a holiday playscheme each weekday from 8am to 6pm, during school holidays, except for the Christmas holiday and the last two weeks of the school summer holiday. The club employs nine staff, four of whom hold relevant childcare qualifications.

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