

# RAZ Roses Activity Zone Ltd

St Mary's Centre, Ladywell Road, London SE13 7HU



## Inspection date

7 December 2018

Previous inspection date

16 August 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Met	

Effectiveness of leadership and management	Good	2
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Good	2
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Outcomes for children	Not Applicable	
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## Summary of key findings for parents

### This provision is good

- The manager evaluates the effectiveness of the service well. She seeks feedback from parents and children to help identify priorities for further development. This helps her to maintain good standards.
- Staff provide good support for children to develop positive social skills. Children learn how to play and have fun together and build on their skills in enjoyable ways.
- The manager supports staff well. They receive good advice and are supported to carry out their roles effectively.
- Staff provide regular opportunities for children to build on their physical skills, for example, as they engage in active play with their older friends.
- Parents speak highly of the staff and appreciate the attention they give to children's individual needs.
- Staff do not give consistent support for children to develop their imaginations during activities.
- Children have few opportunities to value their heritage or the languages they speak at home.

## What the setting needs to do to improve further

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

- extend opportunities for children to build on their interest in role play during activities
- enhance opportunities for children to value and share their heritage and languages.

### Inspection activities

- The inspector reviewed documents, including children's activity records, documentation for staff and policies.
- The inspector observed the quality of interactions between staff and children, and the impact of this on children's engagement in activities.
- The inspector held discussions with staff at appropriate times and spoke with children about what they enjoy doing at the club.
- The inspector looked at the areas used by the staff and children, and held discussions with the manager about staff practice.
- The inspector considered the views of parents during the inspection visit.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her staff know how to recognise when a child is at risk or potential concerns about their safety arise. They are aware of how to respond to and report concerns about a child's welfare. There are effective systems in place to keep children safe. For example, staff are aware of school collection protocols and implement them well. The manager supports staff to enhance their knowledge and skills. She shares information and meets regularly with staff to develop further their personal effectiveness. The manager seeks feedback from children and responds well to their ideas. For example, changes have been made to snack-time routines. The manager communicates well with school staff and parents to support children's developmental needs. This leads to a consistent approach and helps children to engage in activities that they enjoy.

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

Staff interact well with children. They provide activities that build on children's interests and prior knowledge. For example, staff support children to develop their literacy skills further in enjoyable ways. Staff provide support for children's growing mathematical awareness in ways that interest and engage them. For instance, staff play games that support children to add or take away while walking through the park. Children build using interlocking blocks and show perseverance and determination as they fit the pieces together. Children develop good physical skills, for example, as they play ball games indoors.

### Personal development, behaviour and welfare are good

Staff support children's understanding of how to stay healthy. For example, children learn good hygiene habits as they wash their hands and discuss the benefits of a good diet with staff. Staff use opportunities to develop children's understanding of how to keep themselves safe. For example, staff discuss with children how to respond in emergency situations. Children show that they are happy and secure at the club. They quickly settle into club routines and make friendships with their older friends, speaking about their experiences at school. Staff encourage children to play cooperatively and respect others. Staff model good behaviour and children show that they are able to listen to and follow instructions well. For instance, children demonstrate an ability to follow rules of the game and negotiate what to do as they learn how to play snooker.

## Setting details

<b>Unique reference number</b>	EY450602
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	10083030
<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>	4 - 11
<b>Total number of places</b>	50
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Roses Activity Zone Ltd
<b>Registered person unique reference number</b>	RP904077
<b>Date of previous inspection</b>	16 August 2013
<b>Telephone number</b>	07950 901396

RAZ Roses Activity Zone Ltd re-registered the provision in 2012. The club operates from St. Mary's Centre in the Ladywell area of the London Borough of Lewisham. Children attend Monday to Friday from 3.30pm to 6pm during term time and from 8am to 6pm during school holidays. Three staff, including the manager, work with children. The manager holds early years professional status and one member of staff holds a relevant qualification at level 3.

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