

All Stars Breakfast & After School Club Limited



Chadwell Primary School, High Road, Chadwell Heath, Romford RM6 4EU

Inspection date	1 July 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

This provision is good

- Self-evaluation is accurate. Members of the management team include staff, parents and children in evaluating the provision to help identify areas for improvement. They are reflective and develop long-term goals to continually drive improvement.
- Parent partnerships are a real strength of the setting. Parents speak highly of the support that staff provide and the opportunities children have to explore a range of activities. Staff involve parents in their child's experiences and fully understand their role in supporting children at either end of the school day. Strong partnerships help to provide a continuity of care between the setting and home.
- Interactions and relationships between staff and children are wonderful. This has a positive impact on children's communication and social skills. They enjoy their time at the club.
- Staff thoroughly promote children's self-confidence. They praise children with genuine enthusiasm when they try difficult activities, such as balancing items on their head as they move. As a result, children are motivated to accept challenges and develop excellent self-esteem.
- Managers are still building on plans to enhance the club, for example organising sports tournaments with other clubs and developing café-style mealtimes, in order to further improve children's experiences.
- Opportunities to improve staff skills, knowledge and practice, through a robust professional development plan, are not fully in place.

What the setting needs to do to improve further

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

- continue to build on plans identified to provide thoroughly engaging experiences for children and bring the standard of the provision to an outstanding level
- ensure that a robust professional development plan enhances opportunities to raise the quality of staff practice to a higher standard.

Inspection activities

- The inspector observed activities, indoors and outdoors, and assessed the impact they have on children's experiences.
- The inspector looked at relevant documentation, including policies, planning and qualifications and suitability of staff working in the club.
- The inspector spoke with the provider, the manager, staff, children and parents at appropriate times during the inspection.
- The inspector had a tour of the premises and looked at the range of resources available.

Inspector

Leanne Stranger

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff know the policies and procedures to follow to escalate concerns about the welfare of a child. They are alert to potential signs that a child may be at risk from extreme ideas and views. The management team follows safer recruitment procedures to ensure the suitability of staff to work with children. Staff are effectively deployed to help raise the quality of practice. For example, a highly qualified manager uses her skills and knowledge to support younger children extremely well. Managers attend regular out-of-school forums to help them keep up to date with the latest guidance and information. The provider, manager and staff place equality, diversity and acceptance at the heart of all they do. They promote values that support children to consider one another and celebrate their similarities and differences effectively.

Quality of teaching, learning and assessment is good

Staff provide a vast array of resources that engage children of all ages. They respond well to children and understand why it is important to follow their lead. For instance, staff talk to children about their day at school and provide opportunities for them to sit and read, explore crafts and sensory resources, or partake in physical activities, according to how children feel in that moment. Careful planning ensures that individual interests and needs are well met. Children are highly involved in choosing activities. For example, children suggest building a den and are excited to work together with enthusiastic staff to construct dens using a range of equipment. Staff work hard to provide opportunities for children to further their development. Regular meetings with members of the host school help to build effective working partnerships. The commitment of staff complements the work of the school effectively.

Personal development, behaviour and welfare are good

Children mirror the positive example set by staff and behave well. They treat one another with kindness and respect. They are involved in setting rules and agreeing boundaries. This contributes to their willingness to follow set rules. This is evident when all children, including the youngest, stop, quietly stand still and listen, when they see staff raise their hand to share information. Children form friendships with one another and care for each other's well-being. There is a strong sense of togetherness and support. Children who are not related talk about being sisters and make every effort to involve their peers. Staff support children to consider how to make healthy choices and what they need to do to meet their own care needs. For instance, they talk to children about the hot weather and what their bodies need. Children pour themselves water to drink to keep hydrated in the heat. Children enjoy being active and laugh as they play table tennis, ball games and practise archery. Staff support children to manage risks for themselves and to consider how to create safe environments. They encourage children to wear helmets and knee pads as they learn to rollerblade and cycle in the outdoor space.

Setting details

Unique reference number	EY546295
Local authority	Redbridge
Inspection number	10101471
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Out-of-school day care
Age range of children	4 - 11
Total number of places	50
Number of children on roll	60
Name of registered person	All Stars Breakfast & After School Club Ltd
Registered person unique reference number	RP546294
Date of previous inspection	Not applicable
Telephone number	07878919243

All Stars Breakfast & After School Club Limited registered in 2017. It is operated by All Stars Breakfast & After School Club Ltd. The club operates from Chadwell Primary School, in Chadwell Heath, in the London Borough of Redbridge. The setting provides before- and after-school care for children attending Chadwell Primary School. The club operates Monday to Friday, 7.30am to 9am and 3.30pm to 6.30pm, term time only. The setting currently employs eight members of staff, including the provider and manager. Of these, one staff member holds a level six qualification, and six staff hold appropriate early years qualifications from level two to level four.

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