

Inspection of ELBWO After School Club

Wellington Road, Forest Gate, London E7 9BY

Inspection date:

24 September 2019

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Met

What is it like to attend this early years setting?

This provision meets requirements

The manager works with staff effectively to create a safe and welcoming environment. They value children's individuality and ensure that they are able to contribute their ideas to the organisation of the club. For example, children help to decide the club rules and devise the healthy menus. This helps children to feel a secure sense of belonging.

Children say that they enjoy coming to the club and talk confidently about the things that they enjoy. They appear happy when they arrive at the club and confidently greet staff before settling down to play. They develop good friendships with other children and play together harmoniously.

Staff are good role models for children. They demonstrate positive behaviour, such as using good manners, playing games fairly and speaking respectfully to others. They help children to develop an awareness of risks and begin to think about how they can keep themselves safe.

Children are imaginative and use the resources creatively to develop their skills and explore their interests. For example, children carefully arrange and stack wooden blocks to create a garage for their favourite toy cars.

What does the early years setting do well and what does it need to do better?

- Staff develop warm and caring relationships with children, they listen to them and respond to their individual needs. This helps children to feel confident and secure within the club, they enjoy conversations with staff and invite them to join their games.
- The manager and staff reflect on the quality of the provision and the experiences that they provide for children. They plan relevant improvements, such as expanding the range of activities and outings for children attending the holiday club.
- Staff support each other well and share their skills and knowledge as a way to develop their professional skills. They complete regular training for issues such as safeguarding and first aid, to help them keep children safe. There is a range of robust policies and procedures to help the manager and staff organise the provision effectively.
- Children demonstrate a positive attitude towards their learning. They confidently select activities and set themselves challenges, such as creating complex towers using wooden tiles. They show resilience when things go wrong and are prepared to keep on trying to achieve their goals.
- The manager and staff create an inclusive setting, where every person's needs

are respected. Staff develop good partnerships with parents and staff at schools that children also attend. They are aware of the importance of sharing information effectively to support children's individual needs.

- Children show high levels energy and enthusiasm as they take part in physically active games. They develop their large-muscle movements as they run and negotiate obstacles. They listen carefully to instructions and display good social skills as they interact with others.
- Staff encourage children to adopt a healthy lifestyle, such as through thinking about healthy eating and taking part in daily exercise. However, they do not always organise mealtimes effectively to support children's learning and enjoyment as fully as possible. Staff do not make the most of these times to promote children's independence and further develop their personal care skills.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is effective. The manager and staff demonstrate a secure understanding of their responsibility to protect children. They are knowledgeable about the indicators that might suggest that a child is at risk of harm, and they know how to report any concerns about a child's welfare. Staff and managers regularly update their safeguarding knowledge, for example, through appropriate training. The manager has completed training to strengthen recruitment procedures, to help ensure that new staff are safe and suitable to work with children.

Setting details

Unique reference number	EY299555
Local authority	Newham
Inspection number	10104778
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 to 11
Total number of places	24
Number of children on roll	33
Name of registered person	ELBWO
Registered person unique reference number	RP902749
Telephone number	07961 502 732
Date of previous inspection	13 May 2015

Information about this early years setting

ELBWO After School Club registered in 2005 and is situated in Odessa Infant School. The club employs four members of childcare staff, three of whom hold childcare qualifications at level 2 or level 3. The club operates from Monday to Friday during term time. Sessions are from 7.30am to 8.50am and 3.15pm to 6pm. The club also operates all day during some school holidays.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The inspector had a meeting with the manager to discuss her understanding of her role and responsibilities.
- The inspector observed a sample of activities to assess how effectively staff and resources meet children's individual needs.
- The inspector held discussions with children, staff and parents to assess their views.
- The inspector looked at the areas used by the club to check if these are safe and suitable.
- The inspector reviewed a sample of documents, including staff suitability checks and club policies.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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