

Inspection of Kids' City at Sudbourne Primary School

Sudbourne Primary School, Hayter Road, LONDON SW2 5AP

Inspection date:

13 November 2019

The quality and standards of early years provision

This inspection

Met

Previous inspection

Inadequate

What is it like to attend this early years setting?

This provision meets requirements

Leadership of the club is strong. Leaders have worked on the welfare requirement notice that was set at the last inspection. They also work with staff from head office to review the quality of activities on offer for the children. All children work well together. They happily join in activities, such as football and arts and crafts, together. Older children readily support and help their younger peers. For example, they help younger children to learn how to tie beads to make bracelets. All children behave well. They are all happy and settled. Staff take time to welcome children into the club and find out about them. Staff then successfully use this to plan activities to support children's individual needs. Staff work closely with early years teachers to share how children are getting on at the club. This helps teachers to review how children are progressing towards their early learning goals. This also helps to provide continuity of care for the children.

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

- Children are confident attending the club. They arrive eager to start their activities. They confidently ask staff for different activities and resources, such as a particular ball to use outside. Staff then work with children to get these out for them to use. This helps to support children's personal and social development.
- Leaders work closely with children to review activities they provide. Recent suggestions have been to learn coding, a form of information technology. Staff are working with head office and the school to support children's wishes to learn this skill. This helps children to learn to share their views and listen to the thoughts of others.
- Staff have a secure understanding of safeguarding and what procedures they would follow if they had any child protection concerns. This helps to keep children safe.
- Staff are consistent in their approach to manage children's behaviour. They work closely with teachers and parents to make sure they are all consistent in what they teach children about their own behaviour. Children behave exceptionally well.
- Children thoroughly enjoy creative activities with the staff team. The younger children are supported well by older children in measuring the length of elastic to make their bracelets. Children safely use resources such as scissors to cut the elastic and their bookmarks. This helps to support children's personal and social skills.
- Staff ensure children have daily access to outside play areas. Children of all ages play games together and older children actively encourage younger children to join them. For example, they play basketball and older children teach their

younger peers the rules of the game as they play. This supports children's behaviour effectively, as well as their social skills.

- Leaders work well with staff to make sure they have a sensible workload that does not cause them additional stress. They encourage staff to attend regular training to keep them up to date and to help them to support the children when they attend the club.

Safeguarding

The arrangements for safeguarding are effective.

The manager has worked hard to meet the welfare requirement notice set at the last inspection. She has worked with the school to prevent teachers and parents using their mobiles in and around the club. The club has moved to a larger hall to prevent unvetted people walking through to other areas of the school. It has a named deputy that is capable of taking charge when the manager is not present. All staff conduct head counts so they are fully aware of how many children are present. They have new systems in place for children to register when they go into the playground to play. Children easily find their names and register against their year group. This helps them to be aware of how many children are already outside playing and children count them before asking to go outside to play. All of these procedures help to keep children safe.

Setting details

Unique reference number	EY371815
Local authority	Lambeth
Inspection number	10112166
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	40
Number of children on roll	33
Name of registered person	Trojans Scheme
Registered person unique reference number	RP900894
Telephone number	07590963239
Date of previous inspection	15 May 2019

Information about this early years setting

Kids' City at Sudbourne Primary School is one of a chain of provisions run by Kids' City, a registered charity. It registered in 2008 and operates from Sudbourne Primary School, Lambeth, in the London Borough of Lambeth. The club is open to children who attend the school. It operates each weekday from 3.15pm to 6pm during term time. During school holidays, it operates each weekday from 8am to 6pm. There are four members of staff, three of whom hold relevant childcare qualifications.

Information about this inspection

Inspector

Rebecca Hurst

Inspection activities

- The inspector observed children in the main hall and playground.
- The inspector spoke with the chief executive officer, manager, staff and children at appropriate times during the inspection.
- The inspector reviewed actions taken since the last inspection.
- The inspector sampled safeguarding documents, including staff suitability.
- The inspector took into account parents' views.

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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