

# Inspection of YMCA Before And After School Club @ Yardley Primary School

Yardley Primary School, Hawkwood Crescent, London E4 7PH

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Inspection date:

15 November 2019

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

**This  
inspection**

**Met**

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Previous  
inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children demonstrate that they feel safe. They feel comfortable playing alongside adults and form strong relationships with their friends. They enjoy one another's company as they take part in activities such as games and pretend play. This helps children to build on their social and physical skills. Children are very well behaved and learn good manners. They respect one another and are kind. Children use resources with care. For example, they prepare the table for snack and hand out knives and forks to their friends, and in return they say 'thank you'. Children play corporately with children of different ages. For instance, they enjoy making a rainbow cake using different-coloured play dough and explore messy activities. Children are given opportunities to take part in decision-making. They participate in group discussion to set the rules for behaviour when at the setting. Staff engage with children during meaningful conversations, listening to their views and opinions. Children showcase their work completed at school. Staff gives children warm encouragement that helps them to be motivated. Children benefit from plenty of fresh air and physical exercise. They play energetically outdoors. For instance, they enthusiastically run around in the garden playing number games and laugh out loud as they chase one another.

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

- The manager is dedicated in her role. She continually reflects on the provision and staff's practice to identify further areas of improvement. Staff have regular opportunities to discuss their performance and well-being. The manager uses training opportunities effectively to enhance staff's knowledge and skills.
- The manager and staff create a calm, safe and warm environment. Staff support children to engage in regular group discussions about different issues such as cyberbullying and mental health matters. Children confirm they would speak to any member of staff if they felt concerned about something.
- The manager and staff support children's behaviour well. Children know the consequences if the setting rules are not obeyed. They follow a coloured-coded traffic light point system. The manager and staff keep the school and parents updated regularly. Children receive lots of praise and rewards for good behaviour and their achievements. For instance, they receive a gold star next to their name on a reward chart.
- Partnerships with parents are strong. Staff exchange information with parents daily, so that they are fully aware of their children's time at the setting, to provide continuity of care. Parents receive a yearly questionnaire to complete online. Parents state that they are very happy with the care that children receive, and their children are keen to attend. Children say 'it is the best after=school ever'.

- Staff ensure they plan activities according to children's interests. They use the information available to identify the ages and needs of the children who attend. Children focus well on their chosen activity, respond well to familiar routines and develop good independence.
- Children have opportunities to take risks as they cut fruit with knives. They understand that the knives are sharp. The staff reinforce elements of safety through comments such as 'be careful when cutting'. Children also play hide and seek in the dark when in the garden. Staff turn off the floodlights and children receive torches to search for one another in groups.
- The manager works in an effective partnership with the host school. They share the outdoor facilities and monitor closely the attendance of children who are absent from the club. The manager gathers a good level of information from the school about the children in their care. This is particularly valuable to ensure that children with special educational needs and/or disabilities receive the support they need to make good progress.
- The manager and staff promote healthy lifestyles effectively. Children demonstrate an understanding of healthy meal choices. For instance, they choose from a well-balanced menu and water is available to drink. Children enjoy playing outside. There are a good range of activities planned to challenge their physical skills, such as visiting the local park regularly.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager understands how to respond to potential safeguarding issues promptly to ensure that children stay protected from harm. Staff have a secure understanding of how to identify and act on concerns about children's welfare. The manager and staff stay up to date with all safeguarding training. Appropriate policies and procedures are in place to ensure a strong safeguarding culture. Staff know how to deploy themselves well. For example, there is always a staff member close by the entrance when children arrive in the morning or are collected at the end of the day. Staff risk assess inside and outside daily to minimise hazards.

## Setting details

<b>Unique reference number</b>	EY544115
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10129989
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children</b>	4 to 11
<b>Total number of places</b>	32
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	YMCA St Pauls Group
<b>Registered person unique reference number</b>	RP524773
<b>Telephone number</b>	02085094636
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

YMCA Before And After School Club @ Yardley Primary School registered in 2017. It operates from purpose-built premises within the grounds of Yardley Primary School. The after-school club employs three members of childcare staff, all of whom hold appropriate qualifications at level 2 and level 3. The after-school club opens Monday to Friday during term time only. Sessions are from 7.30am to 8.55am and from 3.30pm until 6pm.

## Information about this inspection

### Inspector

Pauline Valentine-Coker

## **Inspection activities**

- The inspector and manager conducted a 'learning walk' of the areas used by the setting. They discussed how these are organised, and the range of activities provided both indoors and outdoors.
- The children and parents had discussions with the inspector, who sought their views on the setting.
- The inspector checked a sample of documentation, including evidence of staff suitability and training.
- The inspector held regular meetings with the manager throughout the inspection, to keep them updated.

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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