

Inspection of Kid's City at Stanford School

Stanford Primary School, Chilmark Road, LONDON SW16 5HB

Inspection date:

27 January 2020

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Leaders share their clear and ambitious vision among all staff to consistently provide high quality out-of-school care for mixed ages of children. Children enjoy an extremely broad range of activities and experiences to meet their individual needs. For example, the youngest children concentrate, as they roll and cut dough into shapes. Older children follow written instructions to make an origami cat from a range of art and craft materials. Children say they really enjoy their time at the club. Children from a local school settle very quickly with children from the host school, when they first arrive. They make new friends and play very well together to help develop their social skills. They feel safe and emotionally secure.

Children's behaviour is excellent. They feel valued and respected by the caring and skilled staff team. Children begin to develop an appreciation of diversity and British values. For example, children celebrate black history month, such as they enjoy listening to African drums and cultural music. During group discussion, children remind each other of club rules and value everyone's points of view. Children eagerly complete 'jobs of the day', such as sweeping the floor and wiping tables after teatime to further promote their self-help skills, independence and confidence.

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

- Staff consistently praise children for their efforts to further promote their self-esteem. They are excellent role models. Staff are calm, caring and consistent in their approach to ensure all children use good manners, show respect and tolerance for one another. For instance, a referee is chosen to make decisions as children play tabletop games. They very quickly learn to respect the referee's final decision.
- Staff use skilful interactions to support children to further extend their own thinking and ideas. For example, staff encourage children to problem-solve as they put together a marble run. Children clap, giggle and laugh when marbles successfully roll through the tunnels.
- Children's good health and physical exercise are promoted very well. Children enjoy plenty of time outdoors, including the use of a large school gym. They benefit from a healthy, light tea. Children devour toast, humus, coleslaw and a selection of fresh fruit and salad. Staff engage in conversation with children about their good health, such as drinking plenty of water to keep hydrated.
- The manager and staff successfully plan experiences based on what children enjoy and the school curriculum. Additionally, children are encouraged to help in the planning of these activities. This helps keep children engaged for long periods and have fun. For example, young children concentrate as they explore

a variety of malleable experiences, such as foam clay and modelling sand. Older children keenly play board games and tabletop games. Staff use their time effectively to sit with children, interact and enthusiastically join them in their play.

- The key person ensures the youngest children's emotional needs are very well supported when they first start and during their time at the club. They gain in-depth information about the youngest children's interest, what they already know and can do to help them settle quickly. Furthermore, daily conversations with teaching staff further promotes a consistent approach in their care and learning.
- Highly effective continuous professional development opportunities consistently improve staff's knowledge and skills. Leaders regularly seek and value the views of children, staff and parents. This leads to improvements in practice and provision, over time. Staff report high levels of support for their well-being. They say, in particular excellent support during supervision meetings and back to work interviews.
- Partnership with parents is strong. They speak extremely highly of the club and staff. They state the club is 'excellent' and 'they would not change a thing'. Parents are kept very well informed about their children's enjoyment at the club to support good continuity.
- Leaders follow a robust recruitment procedure to ensure all staff are suitable. Staff receive an in-depth induction to help them understand their role and responsibilities. They undertake training to rapidly develop their skills and knowledge further. For example, introduction to playwork.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of their responsibilities to report any safeguarding concerns within the organisation and to external local agencies. They know possible signs of abuse and what to do should they have any concerns about the welfare of a child. The manager and staff understand their role to protect children from extreme views and beliefs. Leaders ensure that all staff keep their knowledge of safeguarding up to date through regular training. The manager completes regular checks of the environment and ensures staff are deployed effectively to keep children safe. They have a shared understanding and commitment to keeping children safe.

Setting details

Unique reference number	EY388973
Local authority	Merton
Inspection number	10138139
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Out-of-school day care
Age range of children	3 to 10
Total number of places	32
Number of children on roll	60
Name of registered person	Trojans Scheme
Registered person unique reference number	RP900894
Telephone number	07850740212
Date of previous inspection	4 May 2016

Information about this early years setting

Kid's City at Stanford School registered in 2009. It operates from Stanford Primary School site, Streatham. The setting operates Monday to Friday, from 7.45am to 8.45am and from 3pm to 6pm, term time only. There are two members of staff who hold qualifications at level 3.

Information about this inspection

Inspector

Jane Morgan

Inspection activities

- A joint observation was carried out by the inspector and the manager to evaluate the quality of activities, environment and staff performance.
- A meeting was held between the inspector and leaders to discuss arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- A range of documentation was viewed by the inspector, including public liability insurance, safeguarding policy and procedures, and paediatric first-aid certificates.
- A tour of the premises, indoors and outdoors, used by the club was completed by the inspector and manager to understand how the manager and staff organise activities and the environment.

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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