

Inspection of Drapers Maylands Ymcatg Breakfast And Afterschool Club

Drapers Maylands Primary School, Settle Road, Romford, Essex RM3 9XR

Inspection date:

28 January 2020

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

**This
inspection**

Met

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy the time they spend at this welcoming and friendly club. They are happy and secure and quickly form friendships. Children play cooperatively and sit together at activities and snack time. Staff have a good knowledge of the children and plan creative activities that interest, challenge and engage them. They offer a range of choices and provide daily opportunities for exercise. Children get the encouragement they need to build on their individual interests and make their own decisions about activities. This helps children build on their social, creative and physical skills.

Staff work well as a strong team and have a good understanding of their responsibilities. They have a shared commitment to providing a quality service for children and their families. The provider considers the views of staff, children and parents to help identify areas to improve. Children are polite and behave well. They listen to instructions and respond appropriately to clear guidance. They make decisions about their play, happily share ideas with their friends, take turns and respect the views of others.

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

- Partnership working with the host school is well established. Staff gather information from the school and parents to ensure that all children's needs are met. This helps to ensure the continuity in children's care and learning between school, home and the club. Children benefit from the positive staff interaction, and exploration of different resources and activities.
- Leaders provide a safe environment for children. They ensure children's safety is high priority, creating strategies to supervise and teach children to keep themselves safe.
- Staff support children to make choices about their physical play, and support their health and well-being. Children have plentiful opportunities to practise their physical skills. They have regular access to the school playground where they play football, dance, run and play.
- Staff support children in managing their feelings. They recognise when a child needs extra support and encouragement. Staff speak to children about what they are doing, ask questions and encourage them to experiment and develop their play. Children remain focused for long periods of time. For example, they enjoy creating self-portraits and talk to staff about what they are making at the painting table.
- Children are happy to attend; they share their creations with their friends and discuss their ideas. Snack time is a social occasion where children show confidence in speaking and listening. They demonstrate this as they sit and talk

together. Children learn about different cultures and experience foods from other countries. They enjoy eating noodles at snack time and learn about Chinese New Year.

- Leaders have carefully considered how they evaluate the provision to maintain continuous improvement and meet children's interests. They understand how to involve parents and children, for example in developing new ideas for activities. Parents say how satisfied they are with the club and that their children are happy and kept safe.
- Children carry out acts of self-care. They take themselves to the toilet and wash their hands after messy play. Children learn about hygiene routines to promote good health.

Safeguarding

The arrangements for safeguarding are effective.

Staff ensure that children's safety is given priority. Staff understand their duty to keep children safe and can recognise the indicators that may cause them concern about the welfare of a child in their care. They understand how to recognise if a child is at risk of being exposed to extreme ideas or behaviours. Staff know how to refer any concerns they may have. They complete regular safeguarding training. The premises are safe and secure. Staff carry out risk assessments to help reduce any hazards. Robust vetting procedures ensure staff are suitable to work with children. Staff deploy themselves effectively to supervise children during their play and when moving around the building.

Setting details

Unique reference number	EY550874
Local authority	Havering
Inspection number	10133705
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 9
Total number of places	24
Number of children on roll	30
Name of registered person	YMCA Thames Gateway
Registered person unique reference number	RP521651
Telephone number	01708 371331
Date of previous inspection	Not applicable

Information about this early years setting

Drapers Maylands Ymcatg Breakfast And Afterschool Club is based in Drapers Maylands Primary School in Harold Hill, in the London borough of Havering, Essex. The club is open from 7.30am until 9am and from 2.45pm until 6pm, Monday to Friday.

Information about this inspection

Inspector

Janet Tough

Inspection activities

- The inspector and manager completed a learning walk across the setting to understand how the provision is organised.
- The inspector looked at a sample of the club's documentation, including evidence of staff's suitability and training.
- The manager and the inspector had a short management meeting to discuss the club.
- A joint observation was carried out by the inspector and manager to discuss the quality of teaching.
- Time was spent observing and speaking with staff and children during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020