

Inspection of Childcare Solution

Our Lady & St. Georges School, 140 Shernhall Street, LONDON E17 9HU

Inspection date:

6 February 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 a wide range of activities and they are happy and keen to attend the club. They are confident to make further choices from the accessible resources that are planned around the room, to develop their own play. Children know the routines of the club. For example, they know when to wash their hands for snacks and when to help tidy away activities. Staff have high expectations for children's behaviour. Children show that they are aware of the rules. They are kind, considerate and respectful. For instance, they surprise a staff member and sing 'happy birthday'. Children relish opportunities to play in the outdoor area. They develop their physical skills well. They play hopscotch, balance on tubs, climb in and out of hoops and throw balls in a net. Younger children develop their small hand muscles in readiness for writing as they make marks to represent their thoughts and ideas using pencils, crayons, and felt-tip pens. They enjoy developing an understanding of mathematical concepts. For example, they explore magnetic numbers and draw around them. The staff team know all children well and parents feel able to approach any staff member to discuss aspects of care and learning relating to their child.

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

- The management team create an environment that promotes children's play and enjoyment and encourages them to build on the skills they learn at school. For example, children develop their independence, communication skills and physical abilities well. They take part in many energetic activities in the garden and in the main hall. However, on occasions, staff miss opportunities to help children understand the importance of drinking water to keep them healthy.
- Staff encourage children to be independent and to help with small tasks. For example, at snack time, children confidently take turns to chop cucumbers and pears. They use serving tongs to choose a selection of fruit and vegetables to place on their plate and pour water in their cup. Staff provide children with nutritious and well-balanced snacks.
- Staff skilfully help children to learn about the similarities and differences in people. For example, children explore multicultural festivals across the year. They play with a range of toys and resources that positively reflect diversity.
- The management team work in an effective partnership with the host school. The team gather 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.
- Children have good bonds with staff and are eager to discuss their school and home life with them. Staff are caring and attentive and provide emotional

support when needed. For example, if children are unwell, they check their temperature and give verbal reassurance.

- Staff build effective relationships with children by giving them smiles, praise and playing alongside them as they try new activities. For instance, they support children to build a house for their toy hamster with large cardboard boxes. This helps children to form secure emotional attachments and promotes their sense of security and belonging within the club.
- This management team seek the views of parents, children, staff and the on-site school teachers regularly. To help them identify effective targets and drive ongoing improvements that benefit the children.
- Staff develop strong partnerships with parents. They gain information from parents about their child's interests and ensure the resources and activities reflect these. Staff ensure that they have regular chats with parents about their child's time at the club and pass on information from the school each day. This helps children to settle in from the outset.
- The manager provides regular one-to-one meetings for all staff to identify further areas of improvement. Staff discuss any issues about their workload, the children they care for, training and their ongoing suitability to work with children. However, although staff attend mandatory training, training is not targeted to raise practice even further.

Safeguarding

The arrangements for safeguarding are effective.

The management ensure staff have a clear understanding of safeguarding issues and how to respond to concerns about children's well-being. They have a secure knowledge of the signs and symptoms that a child may be at risk of harm, such as from extreme behaviours and views. The management team ensure that staff understand and implement the policies and procedures. Staff and parents have a clear understanding of the club's policy in relation to mobile phones and cameras. This helps to keep children safe.

Setting details

Unique reference number	EY548572
Local authority	London Borough of Waltham Forest
Inspection number	10133701
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	4 to 6
Total number of places	40
Number of children on roll	54
Name of registered person	Childcare Solution (London) CIC
Registered person unique reference number	RP526003
Telephone number	07961018708
Date of previous inspection	Not applicable

Information about this early years setting

Childcare Solutions breakfast- and after-school club relocated and registered to Our Lady's and St Georges school in 2017. It is one of four privately owned Childcare Solutions clubs. The club operates Monday to Friday, from 7.30am to 9am and from 3.30pm until 6.30pm during term times.

Information about this inspection

Inspector

Pauline Valentine-Coker

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector held discussions with the provider and staff and spoke to the children.
- The inspector spoke to parents and also took account of their written feedback.
- The inspector sampled a range of documents, including evidence of staff's suitability checks.
- The inspector spoke with children at appropriate times 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.

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