

# Inspection of SmileyArk Kids Crayford

ST JOSEPH RC PRIMARY SCHOOL, Old Road, Dartford DA1 4DZ

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Inspection date:

5 February 2020

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

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

### **This provision meets requirements**

Children enjoy their time at this welcoming and well-organised club. They arrive in high spirits and quickly settle into their chosen activities. Staff have extremely positive relationships with children and they place children's emotional well-being at the heart of everything they do. Children engage in purposeful play. For example, they enjoy playing games with their friends, reading books and exploring with a range of art and craft activities. Children demonstrate determination and perseverance in completing tasks. For example, they concentrate well as they complete pom-pom hats with wool.

Children display high levels of confidence, independence and very positive attitudes and behaviour. For example, they are willing to welcome other children in their play, take turns, listen and value each others' thoughts and ideas. Staff support children's health well. Children learn how to make healthy food choices and understand the importance of following good hygiene routines, such as handwashing.

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

- Staff establish positive relationships with children and are highly attentive in meeting their needs. Young children attending the club receive effective support from their key person. This helps children to feel safe, secure and happy.
- Children of all ages play well together. They follow the rules for good behaviour and older children are particularly helpful towards younger children. For example, older children spend time sitting with younger children to explain activities to them and provide praise for their achievements.
- Partnerships with the host school are well established. Staff communicate successfully with teachers to complement children's care and learning and to help ensure their needs are met.
- The manager evaluates the service provided effectively. For example, she gathers the views of the children to identify the strengths and areas for development. The manager has a good oversight of the club and reviews practice regularly with staff. This helps them to identify ways to further develop their skills.
- Staff create a welcoming environment with a variety of areas for children to explore. They create a cosy corner to enable children to have some quiet time after their school day. However, this area is cleared away during snack time, which means children do not always have the option to take a rest should they need to.
- Partnerships with parents are effective. Staff are welcoming when parents arrive and exchange information so that they are fully aware of their children's day in

school and time at the club. Parents comment they are happy with the service provided and feel their children enjoy the variety of activities provided.

- Staff promote healthy lifestyles effectively. Children make healthy food choices and have plenty of opportunity to be physically active. They have access to the school playing fields and climbing equipment and are part of the club football team.
- Children develop good independence skills. For example, they serve themselves at snack time and help to tidy away when they have finished. Snack times are sociable where children of different ages happily chat together and share experiences.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and their roles and responsibilities to keep children safe. They know how to report any concerns that children may be at risk of harm. The premises are safe and secure. Staff take steps to minimise potential hazards so that children can play safely. The manager follows robust recruitment procedures to ensure staff working with children are suitable and remain suitable to do so. Staff talk to children about keeping themselves safe. This helps children to understand the importance of following rules at the club.

## Setting details

<b>Unique reference number</b>	EY477507
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10075957
<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 10
<b>Total number of places</b>	32
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Ikpefuran, Susan Olusola
<b>Registered person unique reference number</b>	RP514526
<b>Telephone number</b>	07956 263531
<b>Date of previous inspection</b>	13 July 2016

## Information about this early years setting

Smiley Ark Kids Crayford out-of-school club registered in 2014. It operates from rooms in St Joseph's Roman Catholic Primary School in Dartford, Kent. The club is open each weekday from 7.30am to 8.45am and from 3.15pm to 6pm, during school term times only. There are four members of staff, who hold early years qualification to at least level 2.

## Information about this inspection

### Inspector

Nicky Chambers

### Inspection activities

- The inspector completed a learning walk with the manager and discussed how staff meet the needs of the children.
- The inspector held discussions with the manager, staff and children at convenient times during the inspection.
- The inspector observed staff's interactions with children.
- The inspector sampled documentation, including staff's suitability checks and training certificates.
- The inspector spoke with parents and took account of their 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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