

# Inspection of Schoolfriend Clubs @ Hurst Primary School

Hurst Primary School, Dorchester Avenue, BEXLEY, Kent DA5 3AJ

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Inspection date:

18 June 2021

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

**This  
inspection**

**Not met (with actions)**

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Previous  
inspection

Not Met (with actions)

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

### **This provision does not meet requirements**

Overall, children feel secure and have settled in smoothly in the club. They are familiar with the daily routines to some extent. Children who enjoy arts and crafts activities have numerous opportunities to extend on their interest. Staff provide a range of colouring materials for children to choose from and build on their creative development. However, children who enjoy sports and outdoor play are not always able to pursue their interest, especially when the weather is not conducive. On some occasions, older children complain that they are bored and do not have anything enjoyable to do. Younger children have formed lasting friendships at the club and play games together, sharing resources and taking turns. Children are sociable and, generally, behave well. They are confident to express their views and ideas.

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

- Self-evaluation is weak. The manager and staff have not done enough to raise standards in the setting. Although they have taken some steps to address previous actions, this has not helped to improve practice.
- The deployment of staff is not effective, at times, to ensure that children are supervised and behave well, particularly during their snack. In addition, staff do not always teach children about risks and staying safe. For example, some children stand and walk around with food in their mouth. Others play with food inappropriately while still eating. This increases the risk of choking.
- Staff do not always ensure activities on offer meet the needs of all children. Older children get bored easily and sit around with nothing to do. Nonetheless, staff have formed secure bonds with children. They encourage children to be kind to their friends, value each other and treat them as individuals. This successfully builds on children's emotional well-being.
- Partnerships with the school that children attend, and parents are effective. Staff work closely with teachers and parents to help provide continuity in children's care and learning. Parents report that they are happy with the service they receive.
- The provider now follows robust recruitment processes to ensure the suitability of staff working with children. For example, they now seek references for all staff. In addition, most of the staff working with children hold valid paediatric first-aid qualifications to treat injuries effectively.
- Generally, the manager of the club has regular discussions with staff to help identify gaps in their knowledge and offer support. She talks to staff about the workload and how they are managing this to support their well-being. Overall, staff now understand their duties and responsibilities.
- Children learn to adopt healthy lifestyles. Staff provide healthy snacks and

drinks. In addition, they encourage children to wash hands regularly and explain why they need to do so. This has a positive impact on children's physical well-being.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a suitable understanding of the club's safeguarding policy. They can easily recognise when a child is at risk of harm and know what action to take to safeguard them. They are also aware of their duty to prevent and protect children from exposure to situations that may put them at significant risk of harm. The staff team attend regular safeguarding training to help keep their knowledge up to date. They follow effective safety procedures and rigorous risk assessments to help remove any hazards to children's safety.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
deploy staff effectively to ensure children are supervised when eating and behave appropriately.	17/12/2021

## Setting details

<b>Unique reference number</b>	EY282654
<b>Local authority</b>	Bexley
<b>Inspection number</b>	10193110
<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 at time of inspection</b>	4 to 10
<b>Total number of places</b>	30
<b>Number of children on roll</b>	223
<b>Name of registered person</b>	Schoolfriend Clubs Limited
<b>Registered person unique reference number</b>	RP901397
<b>Telephone number</b>	07928 950 906
<b>Date of previous inspection</b>	26 November 2019

## Information about this early years setting

Schoolfriend Clubs @ Hurst Primary School registered in 2004 and provides out-of-school care only. It operates from Hurst Primary School in Bexley, Kent. The club is open each weekday during term time from 7.45am to 9am, and 3.15pm to 6pm. The club employs three members of staff . Of these, two hold relevant childcare qualification at level 2 and 3.

## Information about this inspection

### Inspector

Josephine Afful

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to staff and children at convenient times.
- Several discussions were held by the inspector and the manager about children's experiences at the club.
- The inspector viewed a range of documentation, such as evidence of staff suitability and paediatric first-aid qualifications.
- The inspector spoke with some parents and took their views into account.

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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