

Inspection of Allkidscan At St Marys Catholic Primary School

St. Marys Rc School, Glenure Road, London, Kent SE9 1UF

Inspection date: 19 July 2021

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 settle quickly when they arrive and are happy to see staff. They enjoy a busy and purposeful time at the club. Staff offer children a safe and secure space to unwind after their day at school. Children of different ages enjoy playing games together within their group 'bubbles'. Children with special educational needs and/or disabilities (SEND) are supported well and are fully included in all activities. Staff have made adaptations to resources and procedures to keep children safe during the COVID-19 (coronavirus) pandemic and explain these to children.

Children are happy and have fun playing cooperatively with their friends. Staff consider children's interests and ideas when planning activities and to provide a good consistency of care and learning. Children choose from a good range of activities on offer, indoors and outdoors. This helps to promote children's physical development while they run and exercise in the fresh air. Children work together and take turns. For example, they support each other while they practise skills on the trim trail or try using a hula hoop for the first time. Staff supervise children well and provide appropriate support when needed. They are positive role models and have high expectations for children's behaviour. Overall, children behave well. They have high levels of self-esteem, are self-assured and have respect for others. Children listen well to instructions, and are patient and considerate to others.

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

- Staff interact well with children. They quickly get to know children and find out what interests they have. This helps staff to decide which activities and resources to set out in each of the rooms used by the club. Children can also choose different toys that are stored in the cupboard. They invite staff members to join in their play and enjoy their contributions to the game. For example, older children build models and are keen to test their models for suspension. Staff encourage children to experiment using cups of water and different surfaces and distances.
- Staff are positive role models for children. They understand how to support children's emotional well-being by nurturing them, so that they grow in confidence. Staff put clear routines in place. Children understand the simple club rules and adhere to these each day. They play together well, showing care and respect for each other.
- Staff engage children in meaningful conversations. They listen to children's views and opinions. Children are confident communicators and form strong friendships. They enjoy one another's company, such as when they take part in games and sports activities. For example, older children enjoy playing basketball together, counting the hoops they score, while younger children eagerly use

construction toys with staff. This helps children to build on their social, physical and creative skills.

- Children are confident communicators. They demonstrate that they feel safe and secure in the setting. Children are confident to interact with unfamiliar people. They talk to and interact with the inspector and tell her about their friends and family with great enthusiasm.
- Children's health needs are met well. Staff provide children with a nutritious range of snacks. They manage snack times well to ensure that good hygienic practices are followed, in order to minimise the spread of infection. Some activities take place outside to enable children to benefit from fresh air and exercise after their day at school. Children learn new skills. For example, staff support children to learn to skip when playing with hoops.
- Staff gather information from parents and class teachers to find out what children enjoy, and the activities they have been doing at school. This sharing of information particularly supports children with SEND and contributes to making sure that children feel happy, supported and healthy. Parents are pleased with the club. However, parents are not offered a discussion with staff at the end of the day to help them find out what their children have been doing.
- Staff work well together. They comment on how they feel supported by leaders and managers. Staff have regular supervision meetings, which enable them to consider their professional development and personal well-being. Leaders support staff to attend relevant training in areas that interest them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of the signs, symptoms and indicators that would raise concerns about a child in their care. They know the procedures to follow if they have any concerns. All staff attend mandatory safeguarding training and keep up to date with changes in legislation and policy. Staff carry out daily risk assessments to make sure that all areas of the club are safe and secure. Staff are well deployed, indoors and outside, to provide good levels of supervision and support for all children. Leaders and managers have robust recruitment procedures to ensure that all staff are suitable to work with children.

Setting details

Unique reference number	2502189
Local authority	Greenwich
Inspection number	10194386
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 at time of inspection	4 to 11
Total number of places	30
Number of children on roll	41
Name of registered person	All Kids Can Limited
Registered person unique reference number	RP544024
Telephone number	02088368906
Date of previous inspection	Not applicable

Information about this early years setting

Allkidscan At St Marys Catholic Primary School registered in 2018. It operates during term time from 3pm to 6pm, Monday to Friday. The setting employs four members of staff, who all hold relevant teaching and coaching qualifications.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider 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 her evaluation of the setting.
- The inspector carried out a tour of the setting. She held regular discussions with the provider and staff throughout the inspection.
- Children and parents were spoken to by the inspector, who took account of their views when evaluating the setting.
- The inspector observed the interactions between staff and children throughout the inspection.
- The inspector looked at relevant documentation and checked evidence of the suitability of staff working in the setting.

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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