

Inspection of Parklanes Wykeham Childcare@Parkhill Infant School

Parkhill Infant School, Lord Avenue, Ilford, Essex IG5 0DB

Inspection date:

10 November 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 are safely collected from their classrooms by the club staff after school. Most of the staff also work at the school, and know the children well. Children arrive happy and smiling, eager to see what staff have planned for them. They develop friendly relationships with staff, and chat happily to them about what they have enjoyed at school. Children demonstrate that they feel safe and settled. They know that they can turn to staff if they need help with an activity or are feeling tired. Children feel valued as they talk to staff about their interests, and suggest activities for the following day.

Staff have high expectations for children's learning and behaviour. Boys and girls of different ages play happily together and behave very well. Children choose which activity they would like to join in with. For example, some go outside to play ball games, and others remain inside to create paper poppies for Remembrance Day. Children concentrate intently as they draw and cut out poppy petals and leaves from coloured paper. They confidently share information they have learned at school as they explain how the poppy became the symbol for Remembrance Day.

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

- The leadership team of the club is strong. They supervise the staff well to ensure a consistently good level of care and learning for children. Leaders have established good partnerships with the headteacher and staff of the school. They work closely together to share information and ensure children's needs are well supported. The headteacher describes a strong shared ethos. She says they have worked together effectively to minimise the risks from COVID-19 during the pandemic.
- Leaders and staff plan an interesting and varied curriculum for children. Staff use what they know about children's learning at school to plan relevant experiences. These help children to explore their ideas in different ways and build on their skills and knowledge. For instance, children have recently been on a school outing to a castle. They were excited to share what they had learned, and decided to create a large castle from construction straws. They worked cooperatively and helped each other to solve any problems. Staff showed interest and encouraged the children to recall and share their knowledge. This boosted the children's confidence and self-esteem.
- Children settle quickly and display a strong sense of belonging. They engage with visitors, and proudly tell them about what they enjoy at the club. For example, children say that they enjoy choosing activities and playing games with their friends. Children report that they feel safe at the club, and like the adults that work there.

- Staff support children to adopt good hygiene practices to prevent the spread of germs. They provide children with ample opportunities for fresh air and exercise in the spacious outdoor area. Children energetically run around as they play group games.
- Children are enthusiastic in their play. They confidently make choices and concentrate well on activities. For instance, younger children worked together to create a track for the toy trains. They found it tricky to find the right pieces and fit them together, but persevered until they achieved their aim.
- Mealtimes are a social occasion where children engage in conversation with the staff and their friends. Children eat well, and say that they enjoy the healthy meals prepared by the school cook. They display good manners, and help staff to tidy away when they are finished. Children have opportunities to rest and relax after their busy day at school. They snuggle on cushions, look at books and enjoy the quieter activities available.
- Partnerships with parents are effective. Leaders value the views of parents and actively seek their feedback. For example, they send out regular surveys to ensure parents are happy with the service provided. Parents say that the club is friendly and inclusive. They comment that their children love coming to the club and have developed close bonds with the staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out daily safety checks on all areas of the club to ensure that children play in a safe environment. They have a good understanding of safeguarding issues, and are aware of the potential risks that children and their families may face. Staff know the procedures to follow should they have concerns about a child's welfare. They know how to respond to concerns or allegations about adults working with children. All staff receive regular safeguarding training, and are aware of wider safeguarding issues, such as how children can be exposed to extreme or radical views.

Setting details

Unique reference number	EY561415
Local authority	Redbridge
Inspection number	10194157
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	45
Number of children on roll	54
Name of registered person	Parklanes Wykeham Childcare Limited
Registered person unique reference number	RP907170
Telephone number	07752546910
Date of previous inspection	Not applicable

Information about this early years setting

Parklanes Wykeham Childcare@Parkhill Infant School registered in 2018. The club provides out-of-school care for children attending the school. The club operates each weekday, during term times only. It opens from 7.30am to 9am before school, and from 3.15pm to 6pm after school. The provider employs 10 staff to work with the children. All staff have an early years qualification at level 5, 4, 3 or 2.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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 manager, who also owns the club, and the inspector toured all areas of the provision. They discussed the organisation of the setting and the education programmes.
- Parents, children and staff shared their views with the inspector during the inspection.
- The inspector observed the learning experiences provided, indoors and outdoors, and assessed the impact on children's enjoyment and learning.
- A meeting was held between the inspector and the management team to discuss issues, such as staff supervision and the evaluation of the provision.
- The inspector carried out a joint observation with the club manager.
- A sample of relevant documentation was viewed by the inspector, including suitability checks for staff, paediatric first-aid certificates and safeguarding policies.

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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