

Inspection of Anthony Roper School Breakfast And After School Club

Anthony Roper Cp School, High Street, Eynsford, Dartford, Kent DA4 0AA

Inspection date:

18 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

All children are happy, confident and settled at the club. They enjoy their time there and are excited to arrive after school. They eagerly greet the staff and their friends. Children immediately engage in motivating play opportunities that staff carefully plan for them. Children are confident to communicate their thoughts and ideas. For example, they make up their own stories and songs and confidently share them with their friends. Children are keen to build on their interest of literacy. They spell out words using letters as they play word games. Children have a wide range of opportunities to be creative. For example, they use beads and string to make jewellery.

Children gain positive social skills. They behave well and are polite. For instance, they recap the club rules daily and know what is expected of them. Children are considerate of each other and help each other complete tasks. For example, they remind each other of the names of the pieces and the rules as they play chess. All children enjoy physical play opportunities. They include each other in a variety of team games, such as table tennis, football and dodgeball. They follow rules and share and take turns with maturity.

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

- All staff, including the manager establish positive relationships with children. They get to know their individual personalities well, including their likes and dislikes. This helps staff to plan experiences that they know will keep children interested. Children enjoy the company of staff and are happy at the club. They have a good sense of belonging and positive levels of well-being and self-esteem.
- Staff effectively evaluate their practice together as a team. This includes talking about how well they have engaged children in their play at the end of each day. They use their findings to develop their practice even further. The manager highlights that they wish to extend the range of festivals and events children learn about. Staff encourage children to share their thoughts about the club. Staff listen and include children's ideas into their future plans. This helps children feel listened to and respected. Therefore, they are confident to take ownership of the club during their time there.
- Parents speak highly of the staff and club. The manager and staff successfully establish positive relationships with them and keep them fully involved and informed. For example, they pass on any information from teachers about their children's time at school. Staff share what children have enjoyed at the club with parents daily. This includes sharing activity ideas with them that they could enjoy at home together with their children.

- All staff build and maintain secure partnerships with the teachers at the school that the children also attend. They talk to the children at the beginning of each club session about what they have enjoyed doing at school. Children have opportunities to complete their homework from school with the support of staff. This helps staff to provide children with a positive level of consistency between the club and school.
- The manager closely monitors the quality of care and play opportunities staff provide children. For example, she regularly observes staff as they interact and play with children. The manager provides staff with helpful advice to support their future practice. All staff complete regular training. They are keen to keep up to date with new information and build on their skills and knowledge. For example, they regularly research new activity ideas to help keep the children engaged in new and interesting play experiences.
- All staff support children to learn about the importance of healthy lifestyles. They provide children with a variety of daily opportunities to exercise and be active. Staff encourage children to engage in quieter calm activities if children feel they need to rest. Children independently follow health and hygiene routines. They wash their hands and remind each other 'we need to wash away the germs'.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge and understanding of the safeguarding and child protection policies. They know who to contact to seek advice and they know how to raise and follow up any potential concerns. Staff keep their knowledge up to date and attend regular training. Staff complete detailed risk assessments to help keep children, parents and themselves safe. This includes how to help minimise the risk of COVID-19. Staff ensure that there is a thorough cleaning and handwashing routine in place. Children take an active role in risk assessments and know how to keep themselves and others safe. For example, when they are about to go outdoors, they discuss the potential of the leaves being slippery if it has been a wet day.

Setting details

Unique reference number	2502032
Local authority	Kent
Inspection number	10191470
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 at time of inspection	4 to 11
Total number of places	30
Number of children on roll	82
Name of registered person	Sheaf, Amanda
Registered person unique reference number	2502031
Telephone number	01322863680
Date of previous inspection	Not applicable

Information about this early years setting

Anthony Roper School Breakfast and After School Club registered in 2018. It is an out-of-school provision located in the grounds of Antony Roper Cp School, Dartford in Kent. The setting is open Monday to Friday, from 7.30am to 8.45am, and 3.15pm until 6pm, term time only. The setting employs five members of staff, two of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who holds a qualified teacher status.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff interactions and the play opportunities they provide children.
- The inspector viewed the indoor and outdoor environments.
- Written documentation was reviewed. This included safeguarding and child protection policies and procedures.
- At convenient times during the inspection, the inspector spoke to the manager, children, parents and staff and considered their views.
- The inspector carried out a joint observation with the manager during snack time.

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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