

Inspection of West Hill Life Ltd

St. Anselms Rc Primary School, Littlebrook Manorway, Dartford, Kent DA1 5EA

Inspection date:

21 January 2022

**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 confident, happy and settled. They excitedly arrive at the club from school and enjoy their time there. Children are enthusiastic to join in with the challenging and motivating play opportunities that staff carefully plan for them. For example, children enjoy sewing activities as they make fabric hand puppets. Children are polite and behave well. They are kind and caring. For example, older children help younger children to complete tasks. They reassure each other, saying 'we can do this together'. Children take pride in their achievements and are eager to be awarded with the 'star of the week' for their positive contributions to the club. Children are proud of each other and congratulate others gracefully.

All children enjoy physical play opportunities. They learn to move in a variety of ways. This includes running, jumping and negotiating space in games, such as badminton, dodge ball and football. Children gain a secure understanding about the importance of healthy lifestyles. For example, they follow health and hygiene routines, such as thorough handwashing, with independence. Children develop their interest in mathematics. For instance, they recognise and count numbers up to 50 in regular games of bingo.

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

- All staff know the children and their individual personalities well. This includes their likes and dislikes. This helps staff plan activities that they know will engage and interest children in their play experiences. Staff provide a welcoming environment and establish secure and trusting relationships with all children. They listen to children's ideas and suggestions and implement them into the club's activity plans. This helps children feel valued and listened to.
- Staff support children to confidently communicate and explore new vocabulary. Children share their ideas and thoughts with confidence. For example, children happily talk about what they have done at school with their friends. They listen to each other with interest. Children play games that encourage them to speak and listen. For instance, they play games where they take it in turns to ask questions and guess what a child is pretending to be.
- The manager and staff effectively and routinely evaluate their practice together. At the end of each day, they talk about what children enjoyed doing and what they could do better next time. Staff use their findings to develop their future practice and activity plans. The manager discusses that they wish to extend the range of board games even further to ensure that they continue to challenge and motivate all children.
- The manager closely monitors the quality of care and play opportunities staff provide children. For instance, she regularly observes staff as they interact with

them. The manager provides staff with helpful advice to support their future performance. All staff attend regular training. For instance, they recently invited in a sports coach to the club. This helped them to learn about the different ways that they can interest children in physical play opportunities.

- Parents speak highly of the staff and club. Staff establish positive relationships with parents and keep them fully informed and involved. Staff share what children have enjoyed doing at the end of each day. They pass on any information from teachers about children's time at school. Staff share ideas with parents that they may find helpful at home. This includes healthy recipe ideas.
- All staff, including the manager, build and maintain positive partnerships with the teachers at the school that children attend. Staff communicate with teachers daily to find out about the children's time at school. This helps provide children with a positive and consistent link between the school and club.
- Staff support children to develop a high level of understanding and respect for other peoples' similarities and differences outside of their own communities. This includes race and cultures. For instance, children learn about different religious beliefs, such as Judaism and Sikhism.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the manager, have a secure knowledge and understanding of the safeguarding and child protection policies. They know who to contact to seek advice and how to raise and follow up any potential concerns. Staff attend regular training and discuss safeguarding in routine staff meetings. This helps staff keep their knowledge up to date. Staff complete thorough risk assessments to help keep everyone at the club safe. This includes how to help minimise the risk of COVID-19. For instance, staff keep the hall well ventilated and there is a thorough hygiene and cleaning routine in place.

Setting details

Unique reference number	2530674
Local authority	Kent
Inspection number	10208454
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	83
Name of registered person	West Hill Life Limited
Registered person unique reference number	RP902482
Telephone number	01322 278677
Date of previous inspection	Not applicable

Information about this early years setting

West Hill Life Ltd registered in 2019. It is an out-of-school provision located in the grounds of St. Anselms Rc Primary School, Dartford in Kent. The setting is open Monday to Friday from 3pm until 6pm, term time only. The setting employs four members of staff, two of whom hold relevant early years qualification at level 2 and above. This includes one member of staff who holds a level 3 qualification.

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 nominated individual, manager, children, parents and staff and considered 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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