

Inspection of Yellow Birds Out of School Club on The Green

Mornington Hall, The Green Walk, Chingford E4 7ER

Inspection date:

31 January 2022

The quality and standards of early years provision

This inspection

Not met (with actions)

Previous inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children do not have high enough levels of supervision to keep them safe. This is particularly evident on outings when young children cross a busy road without appropriate guidance and support from adults. Furthermore, children use the toilet unsupervised and climb on highly stacked chairs. This compromises their safety. Staff deployment requires further consideration, as the current arrangements do not effectively meet the needs of children. Some children show poor levels of engagement and interest in the activities on offer. This is apparent when they run around, shout, push and shove, and snatch toys from other children. Staff do not have high enough expectations for children's behaviour. They do not give them clear and consistent messages to help them to learn about respect and appropriate behaviour.

Some planned experiences for children lack imagination to capture their interest. At times, some children show boredom and look unhappy. Some comment that they do not like attending as it is noisy, boring and they do not like the behaviour of their peers. Children do not have high enough levels of encouragement and support to participate in activities. The quality of staff interactions are inconsistent. This is particularly evident when some staff arrive late to the club and introduce more active games to better focus children's attention. Children enjoy playing parachute games and 'Grandma's footsteps'.

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

- Staff do not plan a varied and interesting range of activities that consider the different ages and stages of development of the children who attend. Older children in particular require more challenge to improve their levels of engagement.
- Some staff are not proactive in dealing with over-exuberant play and boisterous behaviour. For instance, staff ask children to stop running or shouting rather than clearly directing their behaviour. Some staff do not invest enough time in redirecting children's energy into new activities.
- Staff deployment and child supervision arrangements need attention. Children spend far too long running around without purpose. At times, behaviour is disruptive and impacts on other children at the club.
- Risk assessment of the environment requires improvement. For instance, staff need to complete more thorough checks to make sure all spaces are safe and suitable for use.
- Staff well-being needs to be given higher priority. Due to inconsistent staffing levels, staff show that they are overstretched in their roles.
- Staff have poor levels of support and mentoring in their roles. Although they

receive an induction to help them to understand their responsibilities, they do not have frequent monitoring to help them to fulfil these roles successfully.

- Staff hold appropriate qualifications and complete mandatory training, such as first aid, food hygiene and safeguarding. This is a strength and helps to develop their knowledge and skills.
- Feedback from parents is mixed. Some parents express high levels of satisfaction with the provision and state that their children are happy and enjoy attending. However, some discuss the impact of inconsistencies in the staffing arrangements and in behaviour management strategies.
- Children have opportunities to learn about different cultures and backgrounds. For instance, they make candles when celebrating Diwali. This helps children to develop a growing understanding of the world in which they live.
- Staff support children to lead healthy lifestyles. Children play football and sports to develop their physical skills. They also eat a range of different meals and have discussions about the importance of healthy eating.
- Staff discuss building good links with the school that children attend. They talk about following similar themes throughout the year to provide consistency and complement children's learning at school.
- Staff teach children about the importance of handwashing to minimise germs. Children wash their hands on arrival at the club and before eating. This contributes to keeping them healthy.
- In response to the COVID-19 pandemic, staff have increased cleaning routines and complete regular lateral flow tests to help to reduce the spread of COVID-19.

Safeguarding

The arrangements for safeguarding are not effective.

Due to weaknesses in staff deployment, children's safety is compromised. For instance, despite children being put into pairs when crossing the road, when walking back from school, staff do not spend enough time teaching children about road safety and how to keep themselves safe. Some children are distracted and unruly when crossing the road, which compromises their safety. Although staff confidently discuss how they would identify children that may be at risk of harm, some are unclear about the correct reporting procedures to follow if they have a concern about a child's welfare and in relation to reporting an allegation against a member of staff. Leaders carry out appropriate recruitment and vetting procedures to help to ensure staff are suitable for their roles.

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:

| | Due date |
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| improve levels of child supervision to meet children's needs and to keep them safe | 28/02/2022 |
| improve staff deployment on outings to ensure children are kept safe | 28/02/2022 |
| improve staff knowledge and skills of appropriate behaviour management strategies and teach children about expected boundaries and respect for each other | 28/02/2022 |
| improve staff safeguarding knowledge, this is with particular regard to improving knowledge of the correct procedures to report about any concerns about a child's welfare or an allegation against a member of staff | 28/02/2022 |
| complete thorough risk assessments of all environments accessed by children to ensure they are kept safe | 28/02/2022 |
| improve coaching, support and supervision for staff to help develop their practice to raise the quality of the experiences for children | 28/02/2022 |
| plan a suitably interesting and varied programme of activities to capture children's interest and improve their engagement levels. | 28/02/2022 |

Setting details

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| Unique reference number | 2592141 |
| Local authority | London Borough of Waltham Forest |
| Inspection number | 10220411 |
| 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 | 40 |
| Number of children on roll | 53 |
| Name of registered person | Yellow Birds Play Academy Limited |
| Registered person unique reference number | RP905006 |
| Telephone number | 02085090006 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Yellow Birds Out of School Club on The Green registered in 2020. It operates Monday to Friday before school from 7.30 am to 9am and after school from 3pm to 6pm in term time only. The club operates during the school holidays from 8am to 6pm. Staff hold a range of appropriate childcare qualifications at level 2 and 3.

Information about this inspection

Inspector

Amy McKenzie

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 observed the quality of the experiences for the children who attend.
- Children's and parents' views were considered as part of the inspection.
- A range of documentation was viewed, such as staff training certificates and suitability information.

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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