

Inspection of Energy Kidz Out Of School Club - La Fontaine BR1

La Fontaine Academy, Nightingale Lane, Bromley, Kent BR1 2SQ

Inspection date: 12 May 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 enjoy their time at the club. They form warm relationships with each other. They interact and play together well, including while waiting patiently for staff to start activities. Children show that they understand what is expected of them. They listen closely as staff discuss and reinforce expectations at the start of sessions. Children follow instructions and play within the rules of group games.

Children build well on what they know, such as during ball games or art and craft activities. They show deep focus as they create detailed drawings that they go on to describe. Children are confident to speak with unfamiliar adults about their experiences. They show delight as they dress up, showing fancy hats or tutus off to their friends. Children share books and hold conversations with their friends in cosy areas, such as small tents. They shriek with excitement as they run underneath parachutes. Children pay attention during group games and celebrate their successes with their friends.

Children take part in activities that help them to feel positive about themselves. They show that they are confident to express their ideas. Children receive support and encouragement from staff to persevere at challenging tasks. This helps children to build emotional resilience and develop attitudes that prepare them well for the future.

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

- Leaders have high expectations of children and staff. They check that staff implement centrally planned activities for children effectively. Leaders communicate with relevant school staff to assist the smooth running of the club. For example, staff understand which school areas are available for them to use.
- Children have opportunities to practise existing skills and build on their knowledge. Children spell out their names phonetically and draw pictures for their friends. They show dexterity and mathematical awareness as they build with interlocking blocks. Children demonstrate good language as they discuss what they do when away from school.
- Staff provide a range of activities that children enjoy. Children play ball games, skip and pull ropes with their friends. Occasionally, staff do not manage activities well. At times, children wait for some time for activities to begin and have nothing to do. Some become distracted and bored. However, children fully engage with and enjoy the games that staff organise, when they eventually start.
- Staff use effective methods to help children behave well. For example, children respond immediately when staff blow a whistle. They quickly become quiet and

still, mimicking the rhythm with hand claps before listening to instructions. Children show care and consideration for their friends and share resources. They talk and write about what makes them happy as part of support for children's emotional well-being.

- Staff receive support to carry out their roles and responsibilities. They complete mandatory training and benefit from effective induction procedures. Leaders allocate designated staff to build relationships with children, offer personalised support and share information with their parents. However, interactions between staff and their key children are limited.
- Although children would benefit from a stronger key-person approach, they are confident to ask questions of staff or their friends. Children express their views and know that their ideas will be listened to, and respected. For example, children discuss whether you can walk on rainbows. Children speak about their artwork and show that they are proud of their creations.
- Parents appreciate the service that staff provide. They say that their children are happy to attend. Children say that they like to draw, eat and play with their friends. Leaders and staff seek verbal feedback from parents and children to help them monitor, evaluate and develop the service.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff update their safeguarding knowledge. They know how to recognise and respond to possible risks to children, including exposure to extreme views or behaviour, unsafe technology or domestic abuse. Leaders and staff know the procedures to follow if they suspect a child is at risk of abuse or harm. They understand the action to take if concerned about a colleague or a member of the school staff. Leaders and staff take effective action to manage identified risks to children's safety or welfare. They implement procedures to ensure that children's dietary and health needs are met effectively. Staff maintain accurate records of children's attendance, accidents and personal care. Information about children is shared appropriately.

Setting details

Unique reference number	2508655
Local authority	Bromley
Inspection number	10194462
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	68
Number of children on roll	489
Name of registered person	Energy Kidz Ltd
Registered person unique reference number	RP901001
Telephone number	07970499197
Date of previous inspection	Not applicable

Information about this early years setting

Energy Kidz Out Of School Club - La Fontaine BR1 registered in 2018. It is located in La Fontaine Academy in the London Borough of Bromley. During term times, the club operates from 7.15am to 9am and from 3pm to 6.30pm, Monday to Friday. During school holidays, the club is open from 8am to 5pm, Monday to Friday. Eight staff work with children. The manager holds a relevant qualification at level 3.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the setting 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 provision.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's enjoyment.
- The inspector reviewed documents. These included evidence of the suitability and professional development of staff, and relevant policies.
- Leaders met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector spoke with staff, parents and children at appropriate times.

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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