

Inspection of Allkidscan @ Notre Dame Primary School

Notre Dame Rc Primary School, 169 Eglinton Road, London SE18 3SJ

Inspection date: 19 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 participate in a range of games and activities, including dance, art and craft, dodge ball and film Fridays. Children show care and consideration for each other. Younger children receive support and encouragement from their older friends. Children show that they understand the differing needs of their friends.

Children have great fun as they join in with challenging physical games. They listen to instructions and follow rules well. Children who need additional support to engage in activities enjoy helping with tasks. For example, they eagerly help to set up games and help staff as they confirm children's attendance. Children form good relationships with staff and each other. They show good humour and giggle, for example, as their friends run halfway before turning back during relay games. Very occasionally, children sometimes become upset or lose focus. During these times, children receive close attention and encouragement from staff, who re-engage them well.

Children build on important skills. They interact with others in larger groups and further develop emotional resilience. Children enjoy games that encourage them to listen and respond. For instance, children stay still and quiet as they pretend to be 'sleeping lions'. Children cheer on their friends during competitive games. Their achievements are consistently acknowledged by staff.

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

- Leaders have high expectations of their staff and children who attend. They promote effective communication and a shared approach with school teaching staff. This supports staff who deliver club sessions to take account of children's individual needs. For example, a two-way flow of information helps club staff to adapt dance sessions as they consider children's skills and abilities.
- Staff receive effective support. Leaders arrange training, review club sessions and liaise with senior school staff. This helps staff to deliver inclusive, welcoming and consistent sessions for children. At times, staff would benefit from additional resourcing, such as extra staff. This would allow them to better meet the needs of some children who attend. Nonetheless, staff skilfully support children to engage well in all activities, overall.
- Staff support the physical well-being of children well. They use their knowledge and skills effectively, particularly during more active sessions. Staff encourage children to recognise and manage their physical needs independently. For example, staff adjust routines due to hot weather and offer plenty of drinking breaks. Staff implement effective hygiene routines.

- Children behave well, overall. Staff reinforce their expectations with children clearly. Children respond well to instructions and show that they understand club routines. On the rare occasions when staff intervene, they manage children's unwanted behaviour appropriately. They help children to understand the impact of their actions and sensitively communicate information to parents.
- Children become increasingly assured about their abilities, such as when taking part in 'poison ball' tag games. Children practise important skills. They work well with others and develop their listening and attention during group games. Children respect the views and abilities of others. They manage and organise their personal belongings. This helps them to collaborate and be more self-assured and confident.
- Staff interact with children in positive ways. Children show that they build close bonds with staff. They are confident to communicate with unfamiliar adults, for example, as they discuss what they enjoy about the club. Activities and games for children are well organised and inclusive. Children participate well and express their enjoyment.
- Parents speak positively about the club and staff. They appreciate the opportunities for their children to socialise and enjoy activities in wider groups. Parents value the support that staff give to their children. They say that children speak about what they do and are very happy to be among their friends. Children especially enjoy sports sessions and film nights.

Safeguarding

The arrangements for safeguarding are effective.

Staff update their safeguarding knowledge. They know the procedures to follow if they have concerns about a child's welfare. Staff are alert to possible risks to children, such as exposure to extreme views or behaviour, unsafe technology or poor nutrition. Staff know how to respond if they have concerns about the behaviour of a colleague or school staff. Staff maintain accurate records of children's attendance. They share information with school staff appropriately to help keep children and families safe. Staff manage risks effectively. They know how to respond in a medical emergency. Information and records are stored securely.

Setting details

Unique reference number	2542947
Local authority	Greenwich
Inspection number	10215407
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	20
Number of children on roll	25
Name of registered person	All Kids Can Limited
Registered person unique reference number	RP544024
Telephone number	02088368906
Date of previous inspection	Not applicable

Information about this early years setting

Allkidscan @ Notre Dame Primary School registered in 2019. It is one of several out-of-school clubs run by the provider. The club is open every weekday, except Wednesday, during term time. It operates sessions from 3.30pm to 4.45pm. One member of staff works with children. This is sometimes a qualified teacher. Very occasionally, staff work alongside a colleague.

Information about this inspection

Inspector

Kareen Jacobs

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider's representative and has taken that into account in their evaluation of the provision.
- A senior manager showed the inspector around the areas of the school used by children and explained how staff support children's enjoyment and development.
- The inspector observed the quality of interactions between staff and children, and assessed the impact on children's engagement.
- The provider's representative met with the inspector. Discussions included arrangements for the recruitment and support of staff, and safeguarding.
- The inspector reviewed documents. These included evidence of the suitability of staff and their professional development, records relating to children's safety and health and relevant policies.
- 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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