

# Inspection of St. Anne's After School Care

St. Anns C Of E Primary School, 208 St Anns Hill, London SW18 2RU

---

Inspection date:

6 July 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's safety cannot be assured. Leaders do not ensure that all staff's safeguarding knowledge is current. This is a breach of the early years foundation stage statutory requirements.

Older children settle very quickly when they first arrive. However, there is not a well-established key-person system to help ensure the early years children's individual needs are always considered. Despite this, younger children who become upset are very swiftly supported by caring and attentive staff. Children have fun and they are happy at this recently registered out-of-school club. For instance, they show delight when they squeeze and manipulate magic sand. Children enthusiastically create shapes and models.

Mixed ages of children enthusiastically engage in a range of play activities, and they behave very well. This shows that they are emotionally secure, and they feel safe. Furthermore, older children act as good role models. For example, they show good manners and successfully support younger children to share and take turns as they play together.

Children's good health is promoted well. Children enjoy participating in physical games and activities outdoors. They benefit greatly from the freshly cooked nutritional meals, prepared by a cook. Children have plenty to eat and eagerly devour pasta, melted cheese and cucumber.

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

- Leaders do not ensure that all staff regularly access safeguarding training to keep their knowledge up to date. Some staff cannot describe when a child is at risk of harm and abuse, such as female genital mutilation, radicalisation and extremism. Despite this, all staff know who to raise their concerns to within the organisation, such as the designated safeguarding lead, as well as teaching staff within the school. However, not all staff know who to raise their concerns about a child's welfare to external agencies, such as the local safeguarding children partnership.
- Leaders have not ensured that all staff receive individual support meetings where they can confidentially raise any concerns, identify ongoing training needs and discuss their well-being. Staff do not always receive training to help their professional development. However, staff attend some mandatory training, such as food hygiene and paediatric first aid, to meet requirements.
- Self-evaluation is at its early stages. The education adviser employed by the company has identified where improvements must be made, and the newly

appointed manager is eager to improve. For example, they have plans to resume supervision meetings for staff, to meet requirements and strengthen the key-person system.

- Staff positively interact with children. They keenly join in with children as they play, helping children to build models with construction pieces and play with toy cars. Staff are good role models. They consistently praise children for their efforts to help promote their sense of achievement. Mixed ages of children participate fully in activities they enjoy.
- Overall, staff promote children's independence and confidence as they play. For example, children excitedly play 'shark, ship, shore', and make pretend pancakes from dough. Furthermore, staff seek and value children's views in the planning of some activities. This helps to ensure children's enjoyment and keenness to join in. However, occasionally, staff do not fully support children's self-help skills, particularly during teatime.
- Parents say they are happy with the care of their children, and they welcome the after-school club so that they can continue to work. However, partnerships with parents are weak. Parents receive limited communication from leaders to help keep them well informed. Despite this, partnership with teaching staff from the school is positive. This helps to provide a consistent approach to children's care and safety.

## Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not ensure all staff regularly access safeguarding and child protection training to help them identify possible signs of abuse. Some staff do not keep their safeguarding knowledge current. Leaders do not have arrangements in place to provide staff with support, guidance and training and to help to promote their well-being. Some staff do not know who to raise their safeguarding concerns to, such as external partners. This jeopardises children's safety. Despite this, the manager has sufficient understanding of safeguarding matters. He has adequate knowledge of the correct procedure to raise his concern within the organisation and to external agencies.

## 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:**

	<b>Due date</b>
take immediate action to ensure all staff receive appropriate training to improve their safeguarding knowledge	29/08/2022

provide supervision meetings to ensure all staff are provided with support, training and guidance, and to help to promote their well-being.	29/08/2022
---	------------

## Setting details

<b>Unique reference number</b>	2542926
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10215405
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	4 to 11
<b>Total number of places</b>	22
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Childcare and Business Consultancy Services
<b>Registered person unique reference number</b>	RP517647
<b>Telephone number</b>	0207 738 1958
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

St. Anne's After School Care registered in 2019. The club is located in the London Borough of Wandsworth. It is open Monday to Friday from 3.15pm until 6pm, during term time only. There are two permanent members of staff. Both hold a childcare qualification.

## Information about this inspection

### Inspector

Jane Morgan

## 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 manager showed the inspector around the premises and discussed how they ensure these are safe and suitable.
- The manager and the inspector discussed self-evaluation, and evaluated the organisation of the environment and planned experiences.
- Children spoke to the inspector about what they enjoy doing while they are at the club.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022