

Inspection of Red Balloon After School Care @ St. Andrew's

St. Andrews C Of E (v A) Primary School, School Green Lane, North Weald, Epping, Essex CM16 6EH

Inspection date: 14 July 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 eager to arrive at this friendly after-school club. They are secure in the routines of the club. Children line up to register and place their bags away safely before exploring the many exciting activities staff skilfully plan.

Children demonstrate high levels of confidence. They chat enthusiastically to visitors about their day at school and the hobbies they enjoy. Staff use circle time to build children's confidence further. Children share their experiences from their day at school and show off their creative achievements. For example, children compliment their friends on the intricate rainbow fish they have made.

Children behave exceptionally well. They have a good understanding of the rules of the after-school club and why they are in place. At the start of each session, children discuss how to keep themselves and each other safe. They explain the need to use 'walking feet' so that they do not have accidents and get hurt. Children are kind to one another. They support one another during activities and offer to help staff with tasks. For example, children delight in helping staff pass toast around for snack.

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

- Staff engage well with all children. They encourage them to take the lead in activities and enthusiastically join in their play. For example, older children choose to explore the large outdoor apparatus. Staff support younger children in joining their game of 'Follow the Leader'.
- Children are thoroughly engaged in meaningful play throughout their time at the after-school club. Staff plan a variety of activities, which they carefully adapt to meet the needs of all children. For example, older children are engrossed in making intricate structures out of small bricks. Younger children are encouraged to join in, using larger, more age-appropriate bricks.
- Staff know the children in the club well. They establish close relationships with families from the start, which enables them to gather information about children's abilities and interests. Staff seek regular feedback from children. From this, they plan and adapt activities to meet the changing needs and interests of children.
- Children have a good understanding of healthy lifestyles. They enjoy healthy snacks and meals at the after-school club. Staff plan activities to support children's knowledge of healthy eating. For example, children make spaceships out of a variety of fruits and breadsticks.
- The manager has established a close relationship with the host school. Children are brought to the after-school club, where staff discuss any issues which may

have arisen during the day. If children have struggled, staff are swift to introduce strategies to support children's well-being.

- Staff place great emphasis on supporting children's emotional development. They encourage children to think of others and appreciate what they have. For example, before eating tea, children spend a moment thinking about their day. They are encouraged to discuss events and people they are thankful for.
- The provider and manager support staff performance with regular supervisions. They are swift to identify areas of development and provide additional training where necessary. This supports staff in offering high-quality care to all children.
- Parents speak fondly of staff and the high-quality care they offer. They particularly value the emphasis staff place on children's well-being. Parents comment on the rigorous safeguarding procedures staff adhere to, which keep children safe.
- Staff have high expectations for children's behaviour. They work closely with the host school and carers to implement consistent strategies when dealing with inappropriate behaviour. This supports all children, including those with special educational needs and/or disabilities, to understand right from wrong.
- Children of all ages demonstrate high levels of independence. Staff support this by giving them age-appropriate responsibilities. For example, children select a variety of sandwich fillings and prepare their own rolls for tea.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of the signs and symptoms which could indicate a child is at risk of harm. They are aware of the procedure when escalating concerns to the correct authority. The provider has robust recruitment and induction procedures in place. This ensures all staff are suitable to work with children and have appropriate safeguarding and first-aid training prior to starting. Staff supervise children well in all areas of the after-school club and are vigilant of potential hazards.

Setting details

Unique reference number	2537222
Local authority	Essex
Inspection number	10208604
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	28
Number of children on roll	47
Name of registered person	The Red Balloon Family Foundation CIO
Registered person unique reference number	RP548164
Telephone number	07703728097
Date of previous inspection	Not applicable

Information about this early years setting

Red Balloon After School Care @ St. Andrew's registered in 2019. The club operates from Monday to Friday during term time. Sessions are from 3pm until 6pm. The club employs three members of staff; all hold appropriate childcare qualifications at level 3.

Information about this inspection

Inspector

Antonia Campbell

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 setting.
- The inspector considered the views of parents by speaking to several during the inspection.
- The inspector looked at relevant documents, including evidence of the suitability of all staff.
- The inspector observed the interactions between staff and children during activities.
- The inspector spoke to children and staff at appropriate times during the inspection.

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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