

Inspection of Clubs 4 Kids

Drayton Green Primary School, Drayton Grove, LONDON W13 0LA

Inspection date:

29 September 2022

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Staff create a warm and caring atmosphere in the club. Children settle quickly and become absorbed in a wide range of activities. Staff are particularly skilled at supporting children with special educational needs and/or disabilities. All children take part in the activities staff provide. They benefit from the inclusive atmosphere staff work hard to create. Strong bonds form between the children and staff. For example, children chat about what they have done in school. Staff listen carefully to children when they talk about their experiences both inside and outside of school. Children develop social skills that will support them in their future lives. For example, they form friendships with children of different ages. Children are happy, secure and behave well.

Staff understand how to keep children safe. In warm weather, children use shady parts of the outside space and staff ensure children drink plenty of water. Children learn how to make healthy choices. For instance, they choose from a variety of fruit at snack time and talk about which fruit is their favourite to eat. Children understand how to keep themselves well. They carefully wash their hands before eating and when they have finished playing.

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

- Children say they enjoy spending time at the club. They happily share their play, resources and time with each other. Older children proudly help younger ones. For example, they work together to solve word puzzles. Children build on the learning they gain in school. For instance, they think about what a 'spiderling' is, and how the word is spelt. Children are polite and thank others for their help when offered. They learn to work as a team and develop skills they will use in later life.
- Staff support children in developing their imaginations and confidence. Children make balloons out of play dough. They then develop a story to support what they are making as they discuss how the balloons are for a party. Children build on their story further and decide that a snake they have made will go to the party and dance. Children laugh as they create a 'snake dance', which they perform to staff.
- Parents are highly supportive of the club. They particularly say that staff work closely with them to develop their children's independence. Parents say that staff increase children's confidence and emotional well-being and that children are safe at the club. For example, staff use passwords agreed with parents in case of changes to collection arrangements. The provider reflects on the service she provides for parents and is using this to develop the two-way flow of information between the club and parents even further.

- Staff say their professional skills and knowledge are supported well and that they receive regular training. They hold regular group meetings and share ideas and planning. However, the provider acknowledges that there is scope for one-to-one meetings to be enhanced, to focus even more sharply on the individual development of staff.
- Staff have high expectations of children and their behaviour. They talk to children about the impact their behaviour has on others. Children develop respect for each other and understand their similarities and differences.
- Staff understand that not all children have the same opportunities outside of the club, and they develop activities accordingly. They help children to organise scooter races. Children develop their abilities to take risks and learn how to keep themselves and others safe. Staff take part and support younger children to join in. Children cheer each other on. They become out of breath and think about the effect of exercise on their bodies.

Safeguarding

The arrangements for safeguarding are effective.

Staff can recognise the signs and symptoms which may cause them concern about the welfare of a child in their care. They benefit from regular training and are secure in their understanding of what action to take if they have any concerns. Staff understand their responsibility to report any concerns they may have about the conduct of other professionals. The provider carries out relevant checks on staff and ensures they are suitable to work with children. Staff carry out regular checks to ensure the premises are safe. They remove any hazards they identify.

Setting details

Unique reference number	EY431098
Local authority	Ealing
Inspection number	10233789
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 9
Total number of places	40
Number of children on roll	35
Name of registered person	Antoniou, Christina
Registered person unique reference number	RP515991
Telephone number	07939915939
Date of previous inspection	16 November 2016

Information about this early years setting

Clubs 4 Kids registered in 2011. The independently run club operates from Drayton Green Primary School in the London Borough of Barking. It is open from 7.45am to 8.45am and 3.15pm to 6pm on Monday to Friday, during term time only. In addition, the provider offers a holiday playscheme from 8am to 6pm during some school holidays. There are three members of staff, all of whom hold relevant childcare qualifications between level 2 and level 6.

Information about this inspection

Inspector

Ceri Callf

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 and the provider carried out a tour of the premises and the provider explained what activities were on offer for children, indoors and outdoors.
- The inspector observed children engaged in a variety of activities. She spoke to children during the inspection to gather their views, which she took into account.
- The inspector spoke to parents and took account of their views.
- The inspector spoke to staff and held a meeting with the provider. The inspector viewed relevant documentation, including evidence of the suitability of staff to work with children.

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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