

# Inspection of Schools Out Club Meteor

Belleville Primary School, Meteor Street, London SW11 5NZ

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Inspection date:

25 November 2022

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

**This  
inspection**

**Met**

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Previous  
inspection

Good

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Staff are kind, warm and caring. They work hard to offer a range of activities that children enjoy. For example, children decorate Christmas trees with pom-poms, glitter and sequins. They talk excitedly about what they have made. Children gain a sense of satisfaction and pride. Their emotional well-being is supported. Children are happy and enjoy each other's company. They understand the expectations staff have of their behaviour. Children are polite and behave well. Staff are good role models. They respect the children. For instance, they listen carefully when children talk about their day at school or explain their interests.

Children are safe at the club. Staff create strategies to ensure children move safely around the building. They support children in understanding how to keep themselves well. For example, staff encourage children to drink plenty of water. Children are gently reminded they need to wear their coats as they move outside to play. They enjoy plenty of exercise. Children climb, run and play with balls. Staff support children in taking risks while talking to them about how to be safe. For instance, children playing with skipping ropes are shown how to use them safely.

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

- The manager supports staff's professional development well. Staff benefit from regular supervisions, meetings and observations. They are encouraged to gain qualifications to support them in their work at the club. For instance, staff say their training has deepened their understanding of how to keep children safe.
- Staff understand that not all children have the same advantages. They seek to provide activities which children may not have access to outside of the club. Children enjoy team games, such as tag rugby. Staff develop strategies for children who may require additional support following the COVID-19 pandemic. For example, children say they value the opportunity staff provide for them to complete homework at the club. Their mental well-being is supported well.
- Children provide ideas and suggestions for the club. For example, they talk to staff about what they would like to eat for snack. Children feel involved in the club and what it offers them.
- The manager reflects on the service he provides for children and their families. He uses this to create positive partnerships with the school. The manager identifies areas to develop within the club, such as providing children with a quiet area where they can relax after a day at school.
- Staff work closely with parents to support children with special educational needs and/or disabilities. They hold regular meetings with parents and provide consistency between the club and children's home lives. Children are encouraged to think about ways in which they are different and the same. For

instance, staff explore children's backgrounds and cultures. They use this to create activities which reflect the variety of festivals children celebrate.

- Children plan and problem solve. They use construction resources to build different structures and shapes. Children work together and exchange ideas. They develop team working and social skills, which will support them in their later lives.
- Staff build positive partnerships with parents. Parents highlight that children are very safe at the club. For example, staff supervise children closely as they leave the club. Parents say that staff create a two-way flow of information. However, the manager acknowledges that there is scope to deepen the opportunity for parents to provide their views and ideas within the club.
- Staff support younger children well. For instance, children experiment by creating a bundle of different coloured pencils, which they use to create patterns. Books are available for children who want to sit and read. Staff spend time sharing favourite stories with the very youngest children who attend the club and children have the opportunity to build on what they learn at school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are secure in their safeguarding knowledge. They understand their duty to keep children safe. Staff can recognise the signs and symptoms which may cause them concern about the welfare of a child at the club. They are clear about the procedures to follow if they have concerns. Staff also know how to report any concerns about the conduct of other professionals. The manager carries out relevant checks on staff to ensure they are suitable to work with children. Staff carry out regular checks of the premises and quickly remove any hazards they identify.

## Setting details

<b>Unique reference number</b>	EY482467
<b>Local authority</b>	Wandsworth
<b>Inspection number</b>	10233945
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	20
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Balham Community Centre
<b>Registered person unique reference number</b>	RP902447
<b>Telephone number</b>	07517867744
<b>Date of previous inspection</b>	12 January 2017

## Information about this early years setting

Schools Out Club Meteor registered in 2014. The independently owned club is operated by Balham Community Centre out of Belleville Primary School. It provides breakfast and after-school care for children attending Belleville School. It operates from 7.30am to 9am and 3.15pm to 6.30pm, Monday to Friday, during school term time. The club employs four members of staff, including the manager. Of these, two hold relevant qualifications at level 2 and level 3. The manager holds qualified teacher status.

## 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 manager and has taken this into account in their evaluation of the provider.
- The manager showed the inspector the premises and explained to the inspector the activities and resources offered to children.
- The inspector talked to children, staff and parents during the inspection. She took their views into account.
- The inspector held a meeting with the manager and looked at relevant documentation. This included evidence of the suitability of staff.
- The inspector observed children while engaged in activities, both inside and outdoors. She observed the interactions between staff and 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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