

Inspection of Yerbury Extended School Services

Yerbury Primary School, Foxham Road, London N19 4RR

Inspection date:

6 January 2023

**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 happy and confident as they enter the club. They place their belongings in a designated area, sit down on the carpet, and wait for their peers to join them for register time. This demonstrates that children understand the routines of the club. Older children cheerfully greet staff, while younger children give staff a warm hug and explore together to see what activities are on offer. Children have strong bonds with staff, who show a genuine interest in their day and play. For example, staff ask children how their day was and children explain excitedly what happened in their class that day. This has a positive impact on children's sense of belonging and supports them to feel safe and secure.

Children behave well and know what is expected of them. They learn to form new friendships and interact with children of all ages. Older children show kindness toward younger children. For instance, during hide and seek, older children help younger children to count and find their peers while giggling and guessing where they are hiding. Staff regularly praise them for sharing and helping each other. On occasion, where children may need to be reminded of behavioural expectations, children respond appropriately.

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

- Children are provided with plenty of opportunities to learn about healthy lifestyles. Older children manage their personal hygiene independently. They take themselves to wash their hands and use the toilet. Younger children are supported by staff when required. They enjoy a range of healthy and nutritious snacks. Children also take pleasure in engaging in physical activities outside.
- Staff work effectively in partnership with parents. From children's settling-in period, they develop positive relationships. Parents express how happy they have been with the club. They are confident that their children are safe and well cared for. The leaders are continuously exploring ways to improve how they share children's day at the club with parents. For instance, staff have begun to share photos with parents of children engaging in activities at the club.
- Staff provide a wide range of books to develop children's love of them. Children enjoy sharing books and stories with adults as they cuddle up together in a cosy space. Staff often read to children with enthusiasm and change their voice for different characters to make the story even more riveting. Staff skilfully ask questions to foster children's comprehension. They also explore different characters' emotions. For example, staff say, 'Look at her, she is very sad. When do you feel sad?' Children confidently share their opinions and their reasons for them. This helps children to understand and express their emotions.
- Staff are attentive and have good interactions with children. They know their key

children well and ensure that children of all ages are accessing a variety of meaningful activities that are based on their interests. Staff have effective systems in place to support children's transition when they join.

- The leaders and staff continuously reflect on and evaluate the service that they provide. They regularly observe and review children's engagement in their experiences and discuss what can be improved. For instance, they recently reviewed the snack routine. Now, younger children are served first to avoid unnecessary safety risks and being overwhelmed. Furthermore, children's views are highly appreciated and included at this club. Children use a suggestion box to inform the staff of their wishes and ideas for activities.
- Staff maintain a positive working relationship with the host school. This helps to ensure that children's individual needs and care are met continuously, including those children with special educational needs and/or disabilities. The club keeps in sync with the themes of the school to enhance children's learning and support what children need more help with.
- The leaders and staff benefit from regular supervision meetings. The leaders use these opportunities to discuss with staff any training needs and concerns. This means that any emerging issues are quickly identified and managed. Staff receive ongoing support from the leaders, and they have access to various training to extend their knowledge and skills. Staff at the club feel well supported by the leaders. Robust records of staff members' suitability and qualifications are maintained securely.

Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff have a secure knowledge and understanding of the child protection procedures. Staff are confident in describing how they would identify, report and record concerns about children's welfare. They are also clear about the procedure to follow if an allegation is made against another member of staff. Robust policies and procedures are in place to keep children safe. The leaders follow safer recruitment procedures to ensure that staff are suitable to work with children. Ongoing suitability of existing staff is checked at regular intervals. Risk assessments are carried out to identify and remove any hazards to create a safe environment for children.

Setting details

Unique reference number	2607009
Local authority	Islington
Inspection number	10251699
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	3 to 11
Total number of places	60
Number of children on roll	574
Name of registered person	Highbury Roundhouse Association Limited
Registered person unique reference number	RP520975
Telephone number	02073595916
Date of previous inspection	Not applicable

Information about this early years setting

Yerbury Extended School Services registered in 2020. It operates from Yerbury Primary School in the London Borough of Islington. The club is open from 3.30pm to 6pm each day during term time. There are six members of staff, four of whom hold appropriate early years qualifications at level 3 or above.

Information about this inspection

Inspector

Yuko Utsumi

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 provider and inspector completed a learning walk together and discussed how they complement the early years curriculum.
- The inspector spoke to children to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector spoke with the provider and manager about the leadership and management of the setting.
- Parents shared their views of the club with the inspector.

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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