

Inspection of Topmark Out of School Club Stillness

Stillness Junior & Infant School, Brockley Rise, LONDON SE23 1NH

Inspection date:

17 January 2023

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

The requirements of the statutory framework are not fully implemented. Staff do not have a secure knowledge and understanding of the safeguarding procedure. For example, agencies beyond the club that they must report concerns to about a child's welfare. Although the provider has the relevant knowledge and staff receive an induction when they start working at the club. The provider does not ensure that safeguarding training is provided and effectively implemented to ensure all staff have the relevant knowledge and understanding to fulfil their roles and responsibilities.

Children enjoy a range of activities and games. They happily play alongside and with each other, sharing and taking turns. Older children offer support for their younger peers. This helps children feel welcome and part of the group. Children behave well and follow instructions from staff. They cheerfully follow routines in place and enjoy socialising with each other. Children confidently talk to staff and their friends about their day. They have positive relationships with the adults in the setting. Children are warmly welcomed into the club by staff. This helps children feel valued and secure.

Children spend time engaging in activities that interest them. For example, they enjoy building very large structures with building blocks and say they are 'building a community'.

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

- Staff receive an induction to the setting when they start. However, not all staff are clear about their roles and responsibilities. For example, they do not know the reporting procedure to follow beyond that of the club. For instance, the agency they must report to if they are concerned about a child's welfare and the safeguarding lead for the club does not take their concern seriously. Staff do not have effective safeguarding training to help them understand their responsibilities. This does not effectively promote children's welfare.
- Staff deploy themselves well during each session to ensure that children are within their sight or hearing at all times. They are effective procedures to ensure that staff can communicate between themselves. This helps to ensure that children are appropriately supervised.
- Staff work well with the host school, which contributes to children being happy and confident at the club. However, partnerships with parents are not very effective. Some parents are not aware of important information, such as the activities and experiences provided for their children. This does not enable parents to support their children at home.

- Young children are motivated to play. For instance, they have fun as they move along to music, which supports their physical skills. Children receive further challenge to strengthen their movement and coordination. They have opportunities to practise skills such as football. Staff praise children's efforts and achievements, which supports their confidence and self-esteem well. Children are provided with healthy food choices, such as fresh fruits and vegetables at snack time, which helps to promote healthy lifestyles and well-being.
- Staff are friendly and approachable. They spend their time interacting with the children, engaging in discussions, and listening to the children. This positively support children's engagement and enjoyment.
- Children behave well. Staff are good role models and have high expectations of the children's behaviour. Children show a positive attitude to joining in and taking part in activities. They learn to respect one another and the club's rules. They listen well to staff when they are given reminders of the boundaries. Children support and include one another to make their time at the club memorable.
- Staff encourage children to be independent. Children know where to place their belongings and happily help each other to tidy up when games have finished. They know to wash their hands before eating.
- Children particularly enjoy taking part in art and craft with staff. They decorate the numbers 2023 with a picture of a rabbit, which they explain is the year of the rabbit in the Chinese calendar. This helps to extend children's knowledge and understanding of different cultures other than their own and complement their learning in school.

Safeguarding

The arrangements for safeguarding are not effective.

The provider does not ensure that all staff have a secure knowledge and understanding of outside agencies they must report safeguarding concerns to. This is in the event of the safeguarding lead in the club not taking concerns about a child's welfare seriously. They do not have the relevant training needed to support their knowledge or understanding. This does not promote children's safety effectively. However, staff knows the signs and symptoms which may indicate that a child may be at risk of harm or abuse. Staff carry out thorough risk assessments to ensure they provide a safe and suitable environment for children to play in. Children are well supervised. Staff monitor and review any accidents which happen at the club to help them minimise any risks.

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:

	Due date
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improve staff knowledge and understanding of the safeguarding policy and procedures to ensure they know the agencies they must report concerns to about a child's welfare beyond the club to promote children's safety	28/02/2023
implement effective evaluation techniques, so that gaps in staff knowledge and understanding are identified and addressed quickly to improve staff development and children's experiences	28/02/2023
improve information sharing with parents and ensure they are sufficiently informed about the activities and experiences provided for their children.	28/02/2023

Setting details

Unique reference number	2615988
Local authority	Lewisham
Inspection number	10270094
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	5 to 11
Total number of places	150
Number of children on roll	200
Name of registered person	Topmark Sports Coaching Limited
Registered person unique reference number	RP901112
Telephone number	0044 7748696099
Date of previous inspection	Not applicable

Information about this early years setting

Topmarks Out of School Club Stillness registered in 2020. It is located at Stillness Infant and Junior Primary School in Brockley, in the London Borough of Lewisham. It operates Monday to Friday, 3pm to 6pm, during term time and 8am until 6pm during the school holidays. There are 14 members of staff who work at the club. Most staff working with the early years children hold an appropriate childcare qualification.

Information about this inspection

Inspector

Marvet Gayle

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed staff and children's interactions indoors and outdoors.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- Parents spoke to the inspector and gave their views about the club.
- A range of documentation was provided for the inspector to sample on requested.
- The inspector held discussions with the provider.

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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