

Inspection of Yellow Birds Out of School Club on The Green

Mornington Hall, The Green Walk, Chingford E4 7ER

Inspection date:

23 January 2023

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

The provider operates a well-organised club. She has addressed the weaknesses raised at the previous inspection and successfully raised the quality of the provision. Children greet staff with huge smiles as staff collect them at the end of the school day. They show a good sense of belonging and arrive back at the club buzzing with excitement. Staff have high expectations of the children and create a relaxed environment with a range of areas for children to unwind, play and engage in physical exercise. Children access a well-resourced and challenging outdoor play environment. Children are busy at play, as they quickly engage in board games with staff, play football with their friends, and draw and create pictures with a wide range of craft materials.

Children's behaviour is good. They are kind and considerate towards each other. Older children often encourage younger children to join in their games and help them when they find things difficult. Older children embrace their responsibility. Children are aware of, and follow, the club rules. For example, staff and children talk about road safety and repeat together 'stop, look and listen' when crossing a road. This helps to keep children safe. Staff provide children with many opportunities to voice their views and opinions. For instance, children can choose their own activities. This enables them to feel valued and included in making decisions.

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

- Since the previous inspection, the provider has strengthened her recruitment and induction procedures. She carries out robust checks on staff to ensure that they are suitable for their roles. The provider reflects on her provision and has a good awareness of the strengths and weaknesses of the club. Staff consult with parents and value their views and suggestions for improvement. For instance, they gathered and used parents' suggestions when creating a healthier snack menu for children. Parents speak positively about the staff and the service provided.
- Staff play and interact with children in a positive way. They encourage children to keep trying when tasks are difficult. For example, children show good concentration and determination as they create construction models out of large connecting bricks and try to work out how they will fit inside their new homes. Staff praise children for their achievements. Children delight in their creations and are proud to show others what they have made. They develop suitable levels of independence, overall. Occasionally, during activities, staff complete tasks for children that they are capable of doing themselves.
- Staff promote children's healthy lifestyles well. Children understand the

importance of washing their hands. For instance, they wash them before eating, before handling food during activities and after going to the toilet. Children have ample opportunities to be active outdoors. They know to regularly drink water to keep themselves hydrated.

- Staff know the children well and recognise the things that make them unique. Staff plan activities to help children build on their imaginary play experiences. For instance, children practise their language skills during imaginative play, where they act out and narrate made-up stories during their own puppet shows for their friends.
- Staff exchange information with teachers at school to support children's well-being. This includes finding out how children have been throughout the day. Staff pass on these messages to parents and generally communicate well. However, they share less information about children's experiences and interests at school to help keep parents further informed.
- The manager has a new staff team. She is committed and passionate and wants to develop the staff's skills and knowledge. The provider supports staff to access a range of training opportunities. She gives staff feedback on their performance and holds regular staff meetings. Staff discuss changes and any challenges that they encounter. This helps them to develop their skills as practitioners.
- Staff help children to talk about their feelings and to understand the feelings of others. Staff encourage children to think about positive things that they can do to help others. Children write acts of kindness on paper that they then place in small red envelopes, after discussing traditions that are celebrated at Chinese New Year.
- Staff provide a range of opportunities for children to learn about the wider world. For example, at snack time, children are encouraged to make their own stir-fried rice, choosing from a range of vegetables, as they celebrate Chinese New Year. They discuss with visitors how they enjoyed the craft activities and food. This helps children to learn about different cultures and beliefs and helps to prepare them for life in modern Britain.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a sound understanding of child protection matters. They access appropriate training that enables them to identify the signs and symptoms of abuse or neglect. Staff know the procedures to follow if they have concerns about children's safety or welfare. They ensure that children are safe, for example, when they walk back to the club from school, and children wear high-visibility jackets so that staff can see them easily. Staff conduct regular headcounts of children. The provider has a secure understanding of safe recruitment procedures. They have methods in place to check staff's ongoing suitability. For example, staff sign a disclaimer during each supervisory session.

Setting details

Unique reference number	2592141
Local authority	London Borough of Waltham Forest
Inspection number	10238934
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	40
Number of children on roll	62
Name of registered person	Yellow Birds Play Academy Limited
Registered person unique reference number	RP905006
Telephone number	02085090006
Date of previous inspection	31 January 2022

Information about this early years setting

Yellow Birds Out of School Club on The Green registered in 2020. It operates from Mornington Hall, in Chingford, in the London Borough of Waltham Forest. The club employs eight members of childcare staff. Three staff hold a range of appropriate childcare qualifications between levels 2 and 6. The club opens Monday to Friday, from 7.30am to 9am and from 3pm to 6pm, during term time only.

Information about this inspection

Inspector

Anahita Aderianwalla

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider gave the inspector a tour of the club and explained what activities are on offer for children.
- The inspector observed the walk back from school, activities indoors and outside, and the interactions between staff and children.
- Children talked to the inspector throughout the inspection and she took account of their views.
- The inspector completed a joint observation with the provider.
- The inspector viewed written feedback and questionnaires provided by parents. She took account of their views.
- The inspector spoke to staff and held a meeting with the provider. She looked at relevant documentation, including evidence of the suitability of staff working at the premises.

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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