

Inspection of Hakuna Matata After School Club

High Halstow Primary Academy, Harrison Drive, Rochester, Kent ME3 8TF

Inspection date:

23 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 to come into the large open playroom. They have secure relationships with staff. This helps the children to settle with ease when they arrive at the after-school club from their school or pre-school.

Children are independent and have a well-embedded routine in place. For instance, on arrival, children leave their jackets on if going straight into the outdoor area. This ensures they are wearing appropriate clothing in the cold weather. Meanwhile, others independently take their coats off and put them on a side table before engaging with activities.

Children are fully engaged in activities of their choice, which enhances positive behaviour. Children are also asked on arrival what resources they would like to play with. For instance, in the outdoor area children ask for some scooters. Staff take these out of a safe and well-situated storage cabinet.

Children are provided with opportunities to be involved with planning and setting up. This encourages independence for children and those with special educational needs and/or disabilities (SEND). For instance, both the older and younger children help staff to wheel ride-along toys from the storage area to the playground. All children then ride these, with the older ones showing the younger ones what to do. Staff also bring some of these resources indoors when requested by the children.

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

- Staff take the lead from the children by incorporating children's interests into their plans. They also find out from the school and pre-school what the children are learning. For instance, they currently have a 'Stone Age' theme, which was chosen following discussions with the children and liaising with the school. Children learn better because their school and pre-school's theme are incorporated into the learning at the setting. This fosters continuity in learning between the school and after-school club.
- Staff liaise with other professionals that work with the children. For instance, if children are not settling then they speak with the pre-school. They also liaise with the pre-school to inform them of what children have learned in the club. This in turn improves outcomes for children. It also better enhances their learning and well-being.
- Staff use all opportunities to enhance the experiences available to children, including those with SEND. For instance, staff make snack time a learning opportunity by giving the children cupcakes to celebrate a staff member's birthday. Staff talk about and share images of the places they visited for their

birthday. This enhances the experience for children.

- Staff have good relationships with parents. Parents state that they trust the professional judgement of the staff in meeting their children's needs. They state how important the setting is to their community. This shows good partnership that helps their children thrive in the care of the staff.
- Staff work together to encourage continuous professional development. For instance, they make sure any mandatory training, such as first aid, is up to date and that they always have the latest information to meet the needs of the children in their care.
- Most parents have a long-term relationship with the setting. For instance, all the younger children in the setting have older siblings, who are either in the setting or have moved on. This enhances the settling in of the younger children. It also encourages continuity and stability for the children.
- Staff are consistent in managing children's behaviour. This helps children behave well. Staff have a key rule that is 'be nice' and they remind the children of this frequently. This helps enable a caring culture among all the children.
- Children enjoy their time at the setting. For instance, younger children who come with their parents to pick up older siblings want to stay behind and play with others, even though they are not scheduled to be in on that day.
- Children eat healthy snacks after playtime in the outdoor area. Older children wash their hands before sitting down on the carpet for their snacks. Staff support younger children to wash their hands. They also provide a step for easier access for younger children. This encourages the children to be independent. At times, however, staff do not make the most of opportunities to encourage independence. For instance, children are not encouraged to take part in getting snacks ready even though they have the ability to do so.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their responsibility to keep children safe. They have a broad knowledge of safeguarding issues. Staff are aware of safeguarding procedures and how to implement these. They know the appropriate actions to take when they identify any safeguarding concerns and where to seek guidance if required. They make sure the premises are safe on a daily basis. They supervise children effectively to ensure that they are kept safe in the setting.

Setting details

Unique reference number	2618741
Local authority	Medway
Inspection number	10264501
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 10
Total number of places	20
Number of children on roll	27
Name of registered person	Hakuna Matata After School Club Partnership
Registered person unique reference number	2618742
Telephone number	07986236945
Date of previous inspection	Not applicable

Information about this early years setting

Hakuna Matata After School Club registered in 2020. It operates from High Halstow Primary Academy in High Halstow, Rochester, Kent. It offers after-school care from Monday to Thursday, from 3.15pm to 5.30pm, term time only. There are two staff who work with the children. One of them has a Level 3 Diploma in Pre-school practice.

Information about this inspection

Inspector
Toyin Aina

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 joined the inspector on a learning walk and talked to the inspector about how they organise their provision and plan activities for children.
- 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.
- Parents shared their views of the setting with the inspector.
- The provider showed the inspector documentation to demonstrate the suitability of staff.
- The inspector viewed the provision and discussed the safety and suitability of 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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