

Inspection of Topmark After School Club Gordonbrock

Gordonbrock Primary School, Amyruth Road, London SE4 1HQ

Inspection date:

24 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children are well settled and happy at this after-school club. Staff have access to various spaces within the school, where they provide a range of activities. Children are free to make independent choices about the activities they engage with. Staff supervise children well and ensure that games are inclusive and fun. In the playground, children can climb, play ball games and fully extend their physical skills. Inside there are opportunities to play boardgames, create imaginative artworks at the craft table and other calm activities.

Children listen carefully and follow the instructions from staff. At the start of every session, children sit together and remind each other of the rules and expected behaviour. Older children are observed treating their younger peers kindly and including them in games. Children enjoy their time at the club. They say they like that they can choose what they want to do depending on how they feel. Children have time to play with their classmates and make new friends. This contributes to a positive atmosphere where children get time to relax, socialise and have fun at the end of the school day.

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

- Children demonstrate a strong understanding of the club rules. For example, while they can run outdoors in the playground, they make sure to walk safely when they are indoors. This helps children to feel a sense of responsibility for keeping everybody safe.
- The youngest children at the club have a designated key person to ensure they integrate well into the club and make friends. This supports Reception-age children and ensures their needs are met. The key person reminds children to use the toilet and wash their hands. This helps children to settle into the routine and confidently engage with activities.
- Children thoroughly enjoy sports and games organised by staff. They also use their imaginations to make new games. Staff are on hand to join in and talk to children. Staff help children resolve any disputes and monitor behaviour. Staff engage children in conversation about their day and how they feel. Children feel comfortable talking to staff if they have any problems or if they are upset.
- A member of staff prepares a light snack and it is served mid-way through the session. This accommodates any children who arrive at the club from other extra-curricular activities they attend in the school. Children sit together to eat and say they enjoy the food at the club. Staff sit with children and they enjoy friendly conversation together. This supports children to socialise and take a rest before energetic games towards the end of the session.
- Managers are reflective and have made recent changes to improve the induction

programme. They have supported staff with training to help them develop their skills. Staff comment that they feel well supported in their roles. This has a positive impact on the quality of the care children receive at the club.

- There is a highly effective working relationship with the out-of-school club and the headteacher of the school. Teachers share information with club staff when required to support children's learning and well-being. This ensures continuity for children's learning and a coordinated approach for those children who may need additional help and support. This includes children with special educational needs and/or disabilities and children who speak English as an additional language.
- Staff role model the behaviour expected of the children in their care. Staff and children treat others with respect and tolerance. Staff are confident to discuss any incidents of discrimination or inappropriate language. They explore this with children and help them to understand the impact of their behaviour on others. This helps children gain a good understanding of right from wrong.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their role and responsibility to promote children's well-being and keep them safe. Staff receive regular safeguarding briefings to keep their knowledge of child protection current. They understand the procedures to follow if they have any concerns about the welfare of a child. Staff ensure they follow the club's safe collection procedure to ensure children are collected by a known adult. There is a robust recruitment process in place, and all staff are suitably vetted to work with children.

Setting details

Unique reference number	EY487102
Local authority	Lewisham
Inspection number	10269822
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	78
Number of children on roll	156
Name of registered person	Topmark Sports Coaching Limited
Registered person unique reference number	RP901112
Telephone number	07467 186371
Date of previous inspection	21 July 2017

Information about this early years setting

Topmark After School Club Gordonbrock registered in 2015 and is located in Gordonbrock Primary School, which is part of the Eliot Bank and Gordonbrock Schools Federation. It is situated in the London Borough of Lewisham. The club is owned and managed by an organisation that specialises in sports coaching called Topmark Sports Coaching. There are seven members of staff, of whom two have relevant childcare qualifications at level 3 and five have sports coaching qualifications. The club is open Monday to Friday from 3.15pm to 6pm, term time only.

Information about this inspection

Inspector

Trina Lynskey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the provider.
- The manager and inspector carried out a learning walk together to discuss the setting's intentions for children's learning.
- The manager and inspector carried out a joint observation and discussed the impact this had on children's learning.
- The inspector looked at relevant documents, including paediatric first aid, qualifications, insurance and suitability checks.
- The inspector made observations throughout the inspection of children's experiences in the setting and assessed the impact that these were having on children's learning.
- Children spoke to the inspector about what they enjoy doing within the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023