

Inspection of Hanover After School Club

Hanover Primary School, Noel Road, LONDON N1 8BD

Inspection date:

27 January 2023

The quality and standards of early years provision

This inspection

Met

Previous inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children enter this safe setting happy and eager to begin the session. They exchange greetings with staff and their friends. Children laugh and share stories about what has happened during their day. They understand the routine of the setting. Children put away their bags and coats, and sign in with a member of staff before independently selecting an activity. They have a wide selection of experiences to take part in. Children are highly engaged in their selected activities. They show sustained levels of focus when they play.

Children display exemplary behaviour. They negotiate play opportunities together, playing well together. Children understand that resources are shared and that they need to take turns. Older children support younger children when they find tasks difficult. Staff work hard to ensure that children with special educational needs and/or disabilities can participate in all activities and experiences. They make reasonable adjustments to ensure that the setting is inclusive and children have access to the required level of support. The setting has a strong relationship with the school in which they are based. Staff have termly meetings with the early years lead and special educational needs coordinator to fully understand the needs of each child.

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

- Staff know children well. They talk about why certain activities are laid out and how this promotes the individual interests and needs of children who attend. Staff develop positive relationships with children. This helps children to settle quickly and build confidence within the setting.
- The club caters extremely well for the vast age range of children that attend. Activities are well thought out and offer a range of challenge according to children's capabilities. For example, staff offer children two options during a craft activity about Chinese New Year. They provide a simplified version and a more challenging one that tests children's fine motor skills and hand-to-eye coordination.
- Children show that they are resilient problem solvers and staff consider their opinions and suggestions. When the usual playground used for outdoor play is unavailable, children suggest using an alternative upstairs space. Instead of dismissing the idea, staff take this on board. They carry out a risk assessment and fulfil children's desire to play outside.
- Staff proudly celebrate the diversity of families, children and staff. Children are respectful of others. They engage in meaningful discussions that allow them to share information with others about the countries where they were born and their religious beliefs. Children listen and ask questions that allow others to

share their heritage with pride and confidence.

- Children's healthy lifestyles are promoted well. They are provided with healthy snacks each day. Children make choices about the options on offer, such as when they make their own wraps. They are encouraged to try new textures, such as cucumber and peppers. Children learn through play how to make healthy choices. They have discussions about their favourite foods and where particular food items, such as fish, come from.
- Children are encouraged to be physically active. They enjoy daily time in the playground. Children have opportunities to run, play ball games or take part in climbing activities. They use the school hall to play games, such as dodge ball. Children learn the benefits that exercise has on their bodies and overall health.
- Partnership with parents is effective. Parents report that their children are happy to attend and talk about the various activities they have taken part in. They comment that communication is a strength.
- Leaders and managers invest heavily in staff's professional development. Through regular supervision sessions and appraisals, they identify, target and action staff's training needs. This helps all staff to continue to develop their knowledge and skills relevant to their roles. A mentoring programme supports staff to gain experience ready for higher roles.
- Staff are reflective in their practice. They seek regular feedback from parents and children. Staff use this feedback to evaluate what is working well and what changes could be made to enhance their practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that staff have regular safeguarding training. Comprehensive policies ensure that staff understand their responsibilities towards keeping children safe from harm or abuse. Staff understand the different types of abuse and the signs which children may show. The setting has clear recording and reporting procedures in place. Staff understand about the importance of whistleblowing should they have concerns about a colleague. Leaders and managers share with parents the importance of keeping their children safe online. Leaders work collaboratively with the local authority to support other settings with developing their safeguarding practices.

Setting details

Unique reference number	EY356738
Local authority	Islington
Inspection number	10263132
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	50
Number of children on roll	180
Name of registered person	Highbury Roundhouse Association Limited
Registered person unique reference number	RP520975
Telephone number	07821147634
Date of previous inspection	21 April 2017

Information about this early years setting

Hanover After School Club registered in September 2006. It is independently run and operates within Hanover Primary School in the London Borough of Islington. The club opens each weekday from 3.30pm until 6pm during term time. The provider employs six members of staff, of whom five hold appropriate qualifications.

Information about this inspection

Inspector

Natalie OLeary

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 nominated individual showed the inspector around the premises and discussed how staff ensure that they are safe and suitable.
- Children spoke to the inspector during the inspection. They told the inspector about their friends and what they like to do when they are at the club.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed children playing and the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the after-school club.

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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