

Inspection of St. Marys Afterschool Care

St. Mary's Church of England Primary School, 26 Tentelow Lane, Southall UB2 4LE

Inspection date:

19 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 arrive happily at club. They feel safe and secure in their familiar environment. They greet staff warmly after a short handover from teaching staff. Children happily follow the settling-in routine, reading to themselves or to peers. Following the COVID-19 pandemic, leaders and managers introduced a daily activity to check in with children to discuss their emotional well-being, as raised levels of anxiety were observed in children. Children openly share their feelings, knowing their peers and staff will value their opinion and offer guidance if needed.

Children's behaviour is good. They line up, take turns, and amass points to be exchanged for different or new activities as rewards for positive behaviour. They also explain when they have needed some support and how they know they can approach staff 'to talk things through'. Children enjoy recalling past activities with peers and staff, discussing when they have really enjoyed themselves and how much they are looking forward to more outdoor activities 'when the weather is better'.

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

- Children arrive at club in class groups, children self-register and use a mood board to indicate how they are feeling. For the first 10 minutes, a soft start approach is used to give children time to separate from school and adjust to the club.
- Children warmly greet staff. They chat among themselves to make plans for what they want to do. Children choose between group games or craft activities, or they may opt to join in more active pastimes, such as table tennis or badminton.
- Children take turns and share without adult intervention as the club's 'golden rules' are promoted well. Children enjoy being identified and rewarded for positive behaviour.
- Children negotiate between themselves when participating in group games. Advice is sought from staff to clarify rules and once guidance is received children resume what they are doing. They remind each other if rules are not being adhered to, referring to what staff said, to ensure everyone plays fairly.
- Children join in conversations to reflect on past activities. Children confidently talk about events that they have enjoyed, such as when they have had opportunities to participate in science experiments and cooking activities at the club. They talk about the fun they have and how staff encourage and support them, when they need confidence to try something new.
- Staff promote healthy choices. Snacks are carefully portion controlled. Systems are in place to ensure individual dietary and/or medical needs are met.

Information is uploaded online from parents, which staff refer to. Children are supported by staff to develop their own awareness of what they need to stay healthy.

- Leaders and managers know what they have to do to keep children safe. Processes are in place to check for safe staff recruitment, induction and ongoing suitability. Accidents are logged. Parents are informed of any incidents by phone and discussed face to face when parents collect their children.
- Parents explain how much their children enjoy attending the club. Parents feel confident that their children receive good care and are kept safe and secure. Communication is good and parents report they would be happy to raise any concerns they had with staff and managers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers ensure that requirements for paediatric first-aid trained staff are met. Staff have knowledge on a range of safeguarding issues and feel confident to log and share any observations or concerns with the club designated safeguarding lead. The provider supports staff to attend a range of training and has a robust induction process in place for new staff. The building is safe and secure, children have access to an enclosed outside space. Intercoms and electric gates are operated from inside by senior team leaders and children are handed over to parents with a short summary of their child's afternoon.

Setting details

Unique reference number	2602414
Local authority	Ealing
Inspection number	10239664
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	15
Name of registered person	Lets Leap Sports Academy Ltd
Registered person unique reference number	2579315
Telephone number	07375543842
Date of previous inspection	Not applicable

Information about this early years setting

St. Marys Afterschool Care registered in 2020. It is independently run and operates from the St Mary's Primary School in Southall, in the London Borough of Ealing. The club is open during term time from 3pm to 6pm

Information about this inspection

Inspector

Bernie Dunne

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 inspector observed activities and spoke to the children to assess their interest and enjoyment of the club.
- The inspector spoke to parents to gain their views and experiences of the setting.
- The inspector spoke to staff and discussed how they were recruited.
- A discussion was held with the provider and relevant documents viewed.

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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