

Inspection of Earlsfield After School Centre

Earlsfield Primary School, Tranmere Road, London SW18 3QQ

Inspection date:

3 February 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 enjoy their time at this nurturing setting. They particularly enjoy being creative and they use the available resources imaginatively. Staff know children well and build on their interests. For example, they notice that children are interested in the office area so they set up an office role play for the children. Here, children create ID badges like those worn by adults. They show high levels of concentration and spend a long time working on these. They are proud when they have made their badges and show them excitedly to their peers and staff. Staff support children's creativity by providing materials to extend their play. For example, they give children lanyards, so they can wear their ID badges. This means that children know their choices are valued and respected.

Children behave well and know there are high expectations for behaviour. Staff encourage children to resolve their own conflicts. As a result, children play cooperatively and negotiate how to share bricks when building a model. Children show positive attitudes to learning and are deeply engrossed in their play.

Children know the routines well. They sit on the carpet and listen attentively when they are being chosen to wash their hands. This creates a calm atmosphere, which promotes children's emotional well-being.

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

- Children choose to play with a wide range of resources and activities. Staff set up learning opportunities to suit the broad range of ages of the children that attend. Children are confident to ask staff for additional items if they want them. For example, a child asks for tape to stick thread onto paper to create a caterpillar. This helps to develop their attention and engagement.
- Children have secure attachments with staff. They ask staff to join them in their play. Children laugh joyfully while playing games with the staff and have lots of fun. Staff build warm relationships with the children. Children feel secure.
- The club teaches children about the wider world around them. For example, the children tried noodles during the Lunar New Year. However, the club does not always celebrate the children's individual cultures to help them value their own heritage.
- Staff support children to become independent. Children help clean tables before snack. They serve themselves salad with tongs and clear away their own plates. They share the responsibility of keeping the club tidy. They are confident to follow hygiene practices independently.
- Staff help children learn how to lead a healthy lifestyle. They provide children with healthy snacks and meals, including fresh fruit and vegetables. Children

enjoy being active at this club. They challenge themselves to take risks, scaling the large climbing frame or riding a bigger bike. Consequently, they develop resilience and confidence in their own abilities.

- Staff make sure that children with allergies are only given food that is suitable for them. There is a robust system to manage dietary requirements. This helps keep children safe.
- The club works well in partnership with the school. Staff build on what the children learn at school. For example, they find out what themes the early years children are focusing on. Staff then provide opportunities for children to extend this at the club. When the school ran sessions on online safety, the club continued discussions with the children. Staff speak to teachers when they drop the children off to the club and find out about their day.
- Parents are happy with the experiences their children receive at the club. They appreciate the consistent staff team. Generally, the club works well to support parents with their children. However, staff do not always share what the children have been doing at the club.
- Staff are very happy and feel well supported. Staff report they can share any concerns about work or their personal lives with the managers. The managers work alongside them and staff say there is great 'team work'. Managers model good practice and share what staff can do to improve.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are confident in knowing how to identify and help children at risk of harm. They understand how to manage any allegations against staff. Staff are secure in their knowledge of how to keep children safe. They know about wider safeguarding issues, such as extremism or female genitalia mutilation. Leaders do daily safety checks of the indoors and outdoors before the areas are used. Staff continually risk assess the environment to ensure it is safe for the children. They take immediate action when they notice risks. Good deployment of staff means that there is robust supervision of children. As a result, children are kept safe.

Setting details

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| Unique reference number | EY293297 |
| Local authority | Wandsworth |
| Inspection number | 10233657 |
| 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 | 60 |
| Number of children on roll | 199 |
| Name of registered person | Wandsworth Borough Council |
| Registered person unique reference number | RP907101 |
| Telephone number | 07958566122 |
| Date of previous inspection | 30 March 2017 |

Information about this early years setting

Earlsfield After School Centre registered in 2004. It operates from Earlsfield, in Earlsfield Primary School, in the London Borough of Wandsworth. The club provides for children who attend the host school and nursery. The club operates Monday to Friday during term time between 3.15pm and 6pm. There are seven members of staff, including the manager.

Information about this inspection

Inspector

Jenny Selvakumaran

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 spoke to children, to find out about their time at the club.
- Staff spoke to the inspector during the inspection.
- Managers discussed their evaluation of the setting with the inspector.
- Parents shared their views about the club with the inspector.
- The inspector observed the interactions between staff and children.

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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