

Inspection of Young People Matter At Elm Wood Primary School

Elm Wood Primary School, Carnac Street, LONDON SE27 9RR

Inspection date:

27 March 2023

**The quality and
standards of early
years provision**

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Children are happy and settled and arrive from class eager to see their friends and relax at the club. Children are highly respectful to each other and staff. All ages of children play well together. Children are eager to tell staff about their day and staff take time to listen and ask further questions about what they have been learning. Children behave well.

Leaders investigate concerns and work with other agencies to ensure children are kept safe. They take concerns seriously, learn from incidents and swiftly act to minimise any risks to children. For example, new arrangements have been introduced to increase children's security, such as reorganised places for children to leave their coats and bags and new handover arrangements with parents. Children have adapted well to the changes in routine.

Children are fully aware of the importance of handwashing before they have snacks. Staff now carry out regular head counts and are deployed, so children are in sight at all times. Children are aware of the rules of the club and make sure staff are aware of when they need to visit the toilet. This helps staff keep track of where the children are, helping to keep them safe.

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

- Leaders are quick to evaluate and make changes, when practice does not work. Leaders act swiftly when issues are brought to their attention. They work in close partnership with the new headteacher to ensure all children are kept safe. The headteacher is also reactive in making changes, so practices for collections from all clubs are the same as the after-school club.
- Planning of activities match the curriculum in the school. For example, on certain days activities can be literacy or mathematics based. Children learn how to play word games, helping to enhance their spelling and language development.
- Children excitedly play outside. They eagerly join in with staff playing ball. They test each other to see who can shoot hoops from different lines on the playground. Children scream with delight when they beat staff to score.
- The staff's well-being is of importance to leaders. Daily briefings ask staff how they are and deployment is adapted accordingly. Policies support staff's ongoing health and well-being, such as support with menopause and mental health. Staff readily share how they feel and have a good working relationship with leaders.
- Older children are highly mindful of younger ones. For example, older children explain how they make sure the younger ones behave and are okay when they go to the bathroom to wash hands before snack times.
- Staff value children and their thoughts on activities. They use children's views

and interests to plan activities that children enjoy and are excited to participate in.

- Staff provide balanced and nutritious snacks for the children. Fresh drinking water is available throughout the sessions, enabling children to stay hydrated.
- Actions have been met since the last inspection. Leaders have made changes to the club and all others within the group of after-school clubs, to ensure that they are all working together to meet the needs of the children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have provided extra training for staff to improve their knowledge and understanding of safeguarding and reporting procedures. Leaders have worked closely with the designated safeguarding leads at the local authority and the school, as well as the headteacher, to improve collection procedures at the end of the school day and after-school club. Leaders have updated policies to reflect these changes. Staff have a clear understanding of the new procedures to follow. Gates are kept closed, so children are not able to get through these when playing outside. All these changes help to keep children safe.

Setting details

Unique reference number	2561574
Local authority	Lambeth
Inspection number	10258289
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	5 to 11
Total number of places	40
Number of children on roll	75
Name of registered person	Young People Matter Ltd
Registered person unique reference number	RP901078
Telephone number	02072744503
Date of previous inspection	14 July 2022

Information about this early years setting

Young People Matter At Elm Wood Primary School is located in West Dulwich. It provides care for children aged between five and eleven years. The club opens during term time, before and after school, Monday to Friday.

Information about this inspection

Inspector
Rebecca Hurst

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- Staff spoke to the inspector during the inspection.
- The nominated individual shared documents with the inspector to show the suitability of staff and actions taken since the last inspection.
- The inspector observed children playing and interaction with staff.
- The inspector spoke with the headteacher of the school, discussing partnership working between the provider and the school.

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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