

Inspection of Richer Education Chelsea

The Hampshire School, 15 Manresa Road, London SW3 6NB

Inspection date: 13 April 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

The manager and senior leaders aspire to develop skills in problem-solving, team work and build resilience for all children. There is a well-experienced, established team and children benefit from receiving specialist knowledge and expertise. The manager works well with children and families from deprived backgrounds. The space is organised well with resources that are relevant to children's interests. There is a spacious outdoor area. Children get the opportunity to interact and engage with peers in the older age group.

Children look forward to attending the holiday camp. They gain an in-depth knowledge and understanding in a range of different subjects, such as science, technology, engineering, arts and mathematics. Children show curiosity as they learn how to build and construct toys using various resources.

Staff are warm and friendly. Children develop strong bonds and attachments with them. Staff act as excellent role models. Children learn to listen and behave well. They are eager and excited to meet their peers and play cooperatively together. Children are respectful and well mannered.

Staff are deployed effectively in the environment and keep children safe while on the premises. For instance, they wear high-visibility jackets and use radios to communicate relevant information.

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

- There are thorough processes and procedures in place to ensure the right staff are vetted and recruited. Staff receive relevant training to carry out their roles and responsibilities. The manager also takes advantage of training offered by external agencies. There are good links with the local authority who provide support. The manager facilitates briefing sessions in order to keep staff up to date. Staff are monitored regularly. They receive feedback in order to improve the quality and consistency of the holiday camp.
- The manager is passionate about giving all children in the local community equal opportunities. The manager has developed school projects to promote the holiday camp to a diverse group of children and families. Children gain a rich set of experiences about different community groups. They learn about similarities and differences. However, the manager realises that due to the impact of the COVID-19 pandemic, the holiday camp will have to consider other ways to help children living in deprivation.
- The senior leader and manager are responsible for the overall planning of activities. They take into account children's interests. The manager strives to

ensure children learn skills that will support their future development. This includes helping children to think, and communication and technology skills. This fully embraces the holiday camp's ethos.

- Staff give children a range of different experiences to embed their knowledge and understanding of concepts, such as forces. Children gain an understanding of the world. They are taught about different transport. Children learn new vocabulary. They follow instructions to build and construct foam glider planes and paper aeroplanes.
- Children play and explore using straws and connectors. They show resilience as they persevere to build and construct pieces together. Staff give regular praise. Children feel proud of their achievements. They make comments, such as 'Look, I've made a rectangle.' Staff challenge children to keep on trying. Children learn to take turns and ask questions when they find a task difficult.
- Staff use appropriate strategies to manage children's behaviour. They recognise when children are bored and need to be stimulated. Positive behaviour expectations are reinforced to quickly avoid low-level disruption.
- Children participate in good hygiene and care practices. They are familiar with the routines and enjoy mealtimes together. Staff are inclusive and take the necessary steps to meet the needs of children with special educational needs and/or disabilities. Staff also understand the needs of children who speak English as an additional language and provide the relevant support to help them settle in.
- Staff have good partnerships with parents. Parents speak highly of the holiday camp and receive information in a prompt manner. They say that children are happy and energised.

Safeguarding

The arrangements for safeguarding are effective.

Senior leaders and the manager create a culture of vigilance. There are robust systems in place to ensure that staff remain suitable to work with children. The manager organises relevant training to keep staff up to date with safeguarding and child protection issues. Staff receive regular guidance and support. They know how to act in a timely way if concerns arise about the welfare of children. The manager conducts regular risk assessments and daily checks to ensure that the premises remain safe and secure. The manager implements a security-coding system. Parents are required to follow specific procedures to keep children safe.

Setting details

Unique reference number	2609216
Local authority	Kensington and Chelsea
Inspection number	10264413
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 14
Total number of places	11
Number of children on roll	11
Name of registered person	Richer Education Ltd
Registered person unique reference number	2519402
Telephone number	
Date of previous inspection	Not applicable

Information about this early years setting

Richer Education Chelsea registered in 2020. The club operates out of school hours. Sessions are during school holidays from 9am to 3pm and on weekends from 9.30am to 11.30am, 12 midday to 2pm and 2.25pm to 4.25pm.

Information about this inspection

Inspector
Jane Ihezie

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 manager and the inspector completed a tour of the premises.
- The inspector spoke to parents and took account of their views.
- The inspector observed staff's and children's interactions.
- The inspector met with senior leaders and the manager and checked relevant documents.

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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