

Inspection of Royal Docks Learning & Activity Centre

Royal Docks Learning & Activity Centre, Albert Road, LONDON E16 2JB

Inspection date:

19 April 2023

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

The setting offers a welcoming environment, where children feel happy and confident. Children are settled and form positive bonds with adults and their peers. This helps them feel secure and supports their emotional well-being effectively.

Children behave very well. They are caring and considerate to one another. Staff are good role models to children. Children take turns, share resources, and respect the feelings of others. Children are aware and follow the setting's rules. They let staff know when they are moving between rooms and indoors and outdoors. This supports staff to know where children are and helps keep them safe. Children give each other gentle reminders of how to behave, such as remembering to walk inside.

Staff know and understand children's individual needs and interests. They use information from children and parents to plan exciting and interesting activities. Children are curious and motivated and choose between a range of activities they enjoy playing with. Children have lots of opportunities to play outdoors and develop their physical skills, they enjoy running, jumping, and playing games with one another. This supports children to develop their physical skills and learn how to lead healthy lifestyles.

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

- Staff receive guidance and support from leaders and managers. Leaders carry out regular supervisions with staff to reflect on their practice. This supports leaders to identify training needs. For example, all staff have recently attended safeguarding training, and this has had a positive impact on keeping children safe. Leaders have put steps in place to ensure staff's well-being is supported. This helps staff to feel valued about the work they do.
- Children with special educational needs and/or disabilities and those from disadvantaged backgrounds make good progress. Staff work in partnership with parents and teachers at the schools where children attend. They share information to provide continuity of care.
- Staff are caring and nurturing and provide lots of opportunities for children to develop their confidence. For example, children are encouraged to participate in small-group activities, where they work as a team. Outdoors, they play team games and celebrate their achievements together by saying 'well done, good job' and 'look, we've done it.'
- Children are independent in their self-care; they know to wash hands regularly and tidy away after themselves. They understand that this helps to keep them and their friends safe. Children learn about being healthy by having regular daily

exercise.

- Staff provide children with a healthy meal shortly after their arrival at the club. Children enjoy this and use this time to discuss what they have learned at school that day. However, during this time, staff serve children meals, and this does not support children to be fully independent and make choices about what and how much they want to eat.
- Parents speak positively about the setting and comment how friendly and caring the staff are. They appreciate the daily feedback and flexibility the setting offers to book places for childcare. Parents of children who speak English as an additional language report that their children have become more confident and have made good progress in their understanding and speaking.
- Leaders speak to parents to find out their views of the setting. They have used this information to provide children with more outdoor experiences, such as going on trips in the school holidays.
- Children are kind to one another, and they help each other with tasks. Older children support less able and younger children to join in with their play. This helps to build trust and respect between one another.
- The premises are secure, and leaders have recently reviewed risk assessments, so the setting is safe. These are followed by staff. Children cannot leave unsupervised and unexpected visitors cannot gain access. Children wear high-visibility clothing on outings, so they are easily identified.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of procedures to keep children safe. All staff, including those with lead responsibility for safeguarding, have completed relevant training. They know the signs which may indicate a child at risk of harm and how to act. Staff understand what to do if an allegation was made against them or a member of staff. Leaders have effective systems in place to ensure staff working with children are suitable. Staff closely supervise children and provide a secure environment to ensure children remain safe. Staff follow policies and procedures to ensure the setting runs safely.

Setting details

Unique reference number	EY294015
Local authority	Newham
Inspection number	10284135
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 10
Total number of places	40
Number of children on roll	365
Name of registered person	Royal Docks Learning & Activity Centre
Registered person unique reference number	RP528274
Telephone number	0207 476 1666
Date of previous inspection	5 September 2018

Information about this early years setting

Royal Docks Learning & Activity Centre registered in 2004. It is situated in the London Borough of Newham. The provider employs nine members of staff who work directly with the children. Five members of staff hold qualifications in early education and childcare from level 2 to level 6. The out-of-school centre is open each weekday from 3.15pm to 6pm during term time. The holiday playscheme is open from 8am to 6pm during the school holidays.

Information about this inspection

Inspector

Nelam Pooni

Inspection activities

- This is the first routine inspection the setting has 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.
- Leaders led the inspector on a learning walk across all areas of the setting and talked about how they keep children safe.
- The inspector held discussions with the deputy manager, leaders and staff during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The inspector observed children at play throughout the setting, both indoors and outdoors.
- Children spoke to the inspector during the inspection.
- The inspector looked at documentation relating to the suitability of those working with children, such as their qualifications, training, first aid and Disclosure and Barring Service checks.

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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