

Inspection of Awesome Childcare Extended School Club Alexandra Primary

Alexandra Junior & Infant School, Western Road, LONDON N22 6UH

Inspection date:

14 June 2023

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

**This
inspection**

Not met (with actions)

Previous
inspection

Not applicable

What is it like to attend this early years setting?

This provision does not meet requirements

Children do not have sufficient space in the classroom, where the club is based. This means children cannot move around as freely as possible, making it unsafe in an emergency. Most of the floor space is taken up by large tables and chairs. In addition, routine activities are chaotic and noisy. Children do not always know what they are supposed to be doing when there is a change of routine activity, such as outdoor play and when they have snack. This is because behaviour management strategies are not embedded into everyday practice. For instance, when staff want to gain all of the children's focus and attention, they clap their hands. However, children do not stop what they are doing to join in with the staff. Instead, they carry on talking to their friends and engaging in their activities.

In addition, some children's emotional well-being is not supported sufficiently by staff. Staff do not understand how to resolve ongoing conflicts between older children. Staff do not encourage children to speak to each other and negotiate solutions that they all agree with. As a result, children do not learn strategies to resolve conflict. This has a negative impact on children's confidence and emotional well-being.

Despite these weaknesses, children are polite and follow instructions when staff speak to them in a one-to-one or small-group situation. Overall, children have formed good relationships with staff. Children demonstrate a willingness to have a go and persevere with their chosen activities.

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

- Staff plan a range of interesting activities, some of which build on children's previous experiences at school. For example, they draw detailed pictures and create imaginative stories. Younger children write their names and proudly show off their spelling to visitors. This also builds on their reading and further develops their writing skills.
- Overall, there are positive interactions between adults and children. Staff play alongside the children and ask them simple questions to help them identify size and colour and count objects. They role play cooking with children, which encourages sharing and taking turns. Staff talk kindly and steadily to the children to describe what they are doing and what they could do. This supports children's communication and language skills well.
- Staff encourage children to use materials such as wool, paper plates, card, and glue. For example, children experiment imaginatively as they create alien models. Younger children work with their friends to design their own obstacle course, using colourful construction pieces. However, due to the limited space,

children at times cannot easily access the resources they need.

- Children get plenty of fresh air and exercise in the school playground. They enjoy energetic games, such as football, hoops, and small ball games. This helps to boost their physical skills. Children practise dance and drama on the outdoor wooden stage, and some practise songs. This helps them to make links between different aspects of what children learn at school.
- Staff promote children's health and hygiene well. Children enjoy a range of nutritious, light snacks, including fresh fruit. Children understand the benefits of washing their hands after outdoor play and before eating. However, the organisation of hygiene routines is a lengthy process, as there is only one toilet within the classroom.
- The manager's self-evaluation includes the views of staff, parents and the children. However, they are not evaluating their provision effectively enough to identify how they could improve.
- Staff monitoring is in place. However, this practice is not being used as effectively as possible to drive forward the quality of the provision for children. For example, the manager does not support staff's continuous professional development, particularly in how to support children's behaviour and emotional well-being.
- Partnerships with parents are positive. Parents say they are happy with the care and activities staff provide. Children also say they enjoy the activities staff plan and meeting their friends at the end of the school day.

Safeguarding

The arrangements for safeguarding are not effective.

Children's safety in the event of an emergency, such as an evacuation, cannot be assured. This is due to the lack of space, size and organisation of the club room. However, the manager and staff know how to identify the signs and symptoms of abuse. They know they have a duty to act, respond and report concerns immediately. Staff also understand signs that may indicate a child is learning extreme views or ideas, and they know how to report their concerns. Furthermore, staff ratios are well maintained, and children are learning to keep themselves safe. For instance, when the weather is hot, children understand that they need to play under a shaded, covered outdoor area to protect them from the sun.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure the premises, including overall floor space, are fit for purpose and organised for the children	30/06/2023
develop a secure understanding of how to manage children's behaviour appropriately, specifically in relation to using timely methods to support children to understand changes to routines	07/07/2023
undertake appropriate training and professional development to enable staff to support children's emotional well-being.	30/06/2023

Setting details

Unique reference number	2643602
Local authority	Haringey
Inspection number	10295760
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	20
Number of children on roll	40
Name of registered person	Awesome Childcare Group Ltd
Registered person unique reference number	2643600
Telephone number	07921526877
Date of previous inspection	Not applicable

Information about this early years setting

Awesome Childcare Extended School Club Alexandra Primary registered in 2021. It operates from Alexandra Primary School in Wood Green, in the London Borough of Haringey. The after-school club operates Monday to Friday, from 3pm until 6pm, during term time. A holiday club operates during the school holidays, from 8am until 6pm. There are three members of staff, two of whom hold childcare qualifications at level 2 or above.

Information about this inspection

Inspector

Rubina Nijabat

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 viewed the provision and discussed the safety and suitability of the premises.
- Children told the inspector about their friends and what they like to do when they are at the club.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.
- The inspector observed the interactions between staff and the children, indoors and outdoors.
- The inspector spoke to a number of parents during the inspection and took account of their views.

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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