

Inspection of Home Away

Hatfield Primary School, Lower Morden Lane, Morden, Surrey SM4 4SJ

Inspection date:

12 September 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

Children are happy and enjoy spending time at this very nurturing out-of-school club. New children are very settled and engage in a range of activities. Children built strong and secure relationships with staff. Staff show an interest in the children's day at school. They ask children how they are feeling and how their day has gone. This helps children feel safe and secure. Staff know children well, such as their likes and dislikes. Children have a choice of what resources they would like out. This ensures that the interests of the children are catered for very well. Children are extremely independent, and this is supported through everyday routines, such as serving themselves during snack time.

Staff have high expectations of children and their behaviour. Children demonstrate a good understanding of these expectations. They are kind, caring and friendly towards each other, despite their age gaps. The older children take on a nurturing role. They ensure that the younger children are included in their play. For example, older children ensure that the younger children have space at the table and can access small building bricks to make structures. Staff praise the children's tolerance, efforts and achievements, which supports their confidence and self-esteem extremely well.

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

- The provider shows a secure understanding of her roles and responsibilities. She has a good oversight of the provision. For example, she carries out regular meetings, annual appraisals and well-being discussions with her staff. This helps her identify where support may be needed, such as training, and ensures that staff provide high quality experiences for children.
- Staff offer the children opportunities to contribute their ideas to what resources and activities to have available. This ensures that children's interests are consistently followed, while highly supporting their focus and engagement. For example, children who are new to the club enjoy spending time in the role-play area. They say it is a 'restaurant' as they make meals for staff and other children.
- Children benefit from playing in a mixed-age group and taking part in different activities, such as working on different constructions. This helps develop their confidence and social skills as they work on their creations together. They help each other and happily take turns.
- Children are very competent and confident. Younger children who are new to the club happily join in with play and confidently express their needs to staff, when they need the bathroom, for example. They talk to staff about how they are feeling and why. Staff listen to the children and respond appropriately. They

praise the children for their efforts and achievements.

- Children develop important skills in games outdoors and have opportunities to express their creative skills indoors. They make shapes with play dough, create structures of houses with small bricks and make drawings using different shapes. These help children to understand space, support their imagination and reinforce mathematical concepts.
- Partnerships with parents are strong. Parents comment positively about the club. They appreciate the service that is provided and the flexibility of the staff. They describe children as being happy to attend the club and enjoying the activities on offer. Parents are happy with the communication they receive about what their children have been doing and comment on the friendliness of the staff.
- Staff consistently support young children's language skills. For example, they use simple questions to engage and encourage children's thinking and speaking. They introduce vocabulary such as 'tall', 'tallest', 'long' and 'most' as they play.
- Children receive healthy snacks. Staff consider the benefit this has for children who have been in school all day and recognise the importance of having nutritionally balanced snacks after being physically active. Children serve themselves and enjoy what is provided.
- Children behave well and show respect to one another. They understand behaviour expectations and use polite manners. For example, they say 'please' and 'thank you'.
- Staff support children with special educational needs and/or disabilities (SEND) well. They work in partnership with parents and other agencies to ensure that children get the most out of their time at the out-of-school club. This helps children with SEND to flourish.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to keep children safe. They can identify the signs that may indicate children are at risk of harm. They understand the importance of recording information and know the procedures they should follow if concerns arise. The manager ensures that staff receive safeguarding training and that their knowledge is kept up to date. The manager knows what to do if an allegation is made against a member of staff and understands importance of following procedures and sharing information with relevant agencies. Staff have developed a strong partnership with the school and work together effectively on safeguarding processes to ensure that there is a consistent approach in their policies and procedures.

Setting details

Unique reference number	EY306449
Local authority	Merton
Inspection number	10304802
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	30
Number of children on roll	47
Name of registered person	Horton, Keri Ann
Registered person unique reference number	RP908100
Telephone number	07808 654192
Date of previous inspection	1 February 2018

Information about this early years setting

Home Away registered in 2002. The out-of-school club operates during term time, from 3.15pm to 6.15pm. The setting also runs a holiday club in the summer holidays only. There are three staff members who work with the children. Of these, two hold qualifications at level 3 and level 6.

Information about this inspection

Inspector
Marvet Gayle

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 spoke politely to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector spoke to several parents during the inspection and viewed written feedback, and considered their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the club.

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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