

Inspection of Abacus After School Club

Engayne Primary School, Severn Drive, UPMINSTER, Essex RM14 1SW

Inspection date:

18 October 2023

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

**This
inspection**

Met

Previous
inspection

Outstanding

What is it like to attend this early years setting?

This provision meets requirements

Children and staff interact well together. Children engage in activities, and staff support their ideas. For example, staff find out what children want to create and ensure that materials are available for them. For instance, they provide resources for children to make memorable artwork around celebrations and festivals they enjoy.

The relationships between staff and children are warm and positive. Staff set clear behaviour expectations and support children's behaviour well. Children willingly share resources and encourage others to play with them. Staff help children to understand the familiar routines of the setting. Children listen well to guidance from staff and their supportive older peers. For instance, older children gently encourage and support younger children to follow instructions. Children show respect for each other.

Staff know children well and are attentive to their needs. Children have choices of where to play. For instance, staff ensure that all children, especially the youngest children, have a space equipped with mats and cushions to relax and socialise. They give younger children space, support and encouragement to settle into the setting, and the children keenly join in with all experiences. Children show they are confident at the club.

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

- Staff set up resources that capture children's interests. Children speak about their favourite activities, such as using electronic games and playing with play dough. Children socialise well at the setting. They laugh with their friends and show pleasure as they make objects, such as 'chocolate chip cookies', from play dough. This supports children's self-esteem and enjoyment well.
- Staff support children's understanding of health and hygiene effectively. Children have choices, including fruit, at snack time. The children wash their hands before they eat. Staff know the children well and support their health and well-being. For instance, they gather information about children's dietary and allergy needs when they register to join the setting.
- Staff provide activities throughout the session for children to develop their physical skills in an age-appropriate manner. For instance, the children enjoy playing with construction and small-world resources. Staff are deployed well and supervise children carefully when they are playing outside. Staff provide good opportunities for children to have fun in the fresh air, and this promotes a healthy lifestyle. Children use the space to move their bodies in a range of different ways.

- Staff help children to understand what to do in an emergency to protect their health and safety. For instance, they complete termly fire drills. This teaches children how to behave and where to go in the event of a fire.
- The managers and staff support children with special educational needs and/or disabilities, as well as those who need extra support, well. They gather information from parents and, with permission, liaise with school staff to support children further.
- The providers ensure that staff complete mandatory training, such as first-aid training. Staff assess accidents immediately and appropriately with first aid, care and attention. This supports children well-being effectively.
- Staff form good relationships with parents. They regularly share information with them about their children's day and what activities and experiences they have been completing at the setting. For instance, staff speak to parents about how children have been feeling. This further supports children's well-being.
- Parents like the approachable and friendly staff. They value the support that they receive. Parents comment that their children are happy at the setting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their safeguarding responsibilities, policies and procedures. Staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. They know how to report any concerns, including allegations against those working with children. Leaders have more training dates booked to enhance their practice even further. The recruitment and induction of staff is thorough, and individual suitability assessments are completed.

Setting details

Unique reference number	EY341426
Local authority	Havering
Inspection number	10307872
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	45
Number of children on roll	109
Name of registered person	Sharon Williams and Kayley Harrington Partnership
Registered person unique reference number	RP910323
Telephone number	07903 708764
Date of previous inspection	7 March 2018

Information about this early years setting

Abacus After School Club registered in 2006. The club employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 3. The club opens from Monday to Friday, term time only. Sessions are from 3.10pm until 6pm. The setting is based in Engayne Primary School, Severn Drive, Cranham, Upminster, Essex, RM14 1SW.

Information about this inspection

Inspector

Anne-Marie Giffts

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 managers showed the inspector around the premises. They discussed how the setting is organised and the experiences they provide for children.
- The inspector observed various activities.
- The inspector viewed relevant documentation.

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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