

Inspection of Fit 4 Future Extended After School Club

St. Vincent's Catholic Primary School, Harting Road, London SE9 4JR

Inspection date:

2 November 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

Staff greet children at this after-school club with warmth and fondness as they arrive from school. They quickly communicate their high expectations for children's behaviour, which result in a calm and orderly environment. This helps children to behave well. During a group activity, staff engage children in conversation about their day in school. This enables children to express themselves in a safe and secure environment. In turn, children share what they learn during the day, such as how to say basic greetings in Spanish.

Staff provide children with lots of praise and encouragement, which supports their emotional well-being effectively. The key-person system ensures that all young children are happy and comfortable at the club. Staff are very good at promoting children's physical development. They encourage children to test and master their strength and agility. Children show that they delight in dancing, moving and responding to music. In another group activity, they listen and follow instructions well from staff. For example, children act quickly when staff ask them to clap their hands or jump on the spot. After playing energetic games, they enjoy fresh sandwiches and fruit for snack. These care practices contribute towards children's healthy lifestyles.

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

- Partnerships with parents are highly effective. Staff share relevant information with parents, such as the activities their children enjoy doing at the club. All parents who spoke with the inspector said that they are well informed about their children's play experiences and interests. They also expressed their very positive feedback about how well staff care and look after their children.
- Partnerships with the host school are equally as effective. Staff communicate frequently with teachers to support children's continuity of care. The school headteacher agrees that there is a two-way communication between them. She praises the staff at the after-school club for their professionalism and approachable nature. This successful partnership has a positive impact on children's attitudes to play and learning.
- The provider offers staff guidance and professional opportunities to help them with their roles. Staff report that they feel well supported with their work. After completing training, they helped children to become even more independent in their play, which has had a positive impact on their behaviour.
- Staff encourage children to wash their hands before handling food. This helps to minimise the risk of infection to children, which supports their health and well-being effectively.
- Staff expect children to work together with each other. During a planned activity,

for example, they ask children to share the art and craft materials and take turns to make their autumn pictures. Younger children, in particular, show good levels of motivation.

- Staff support children's social confidence effectively. As a result, children do not shy away from talking to unfamiliar adults, such as about their favourite activities at the club. Older children, for example, say they enjoy playing with building blocks 'because we like building'. While younger children like drawing and colouring in pictures.
- Staff promote children's awareness of how to keep themselves safe online. For example, they tell children clearly how to behave and use technology appropriately. Staff only allow educational games and watch children closely while playing. This helps children to understand how to use digital devices safely.
- Staff plan a variety of activities that complements children's learning in school. Recent play experiences include 'Black History Month' activities and Spanish week to teach children about similarities and differences between people.
- The provider and team leader evaluate the quality of the provision effectively. They are keen to make positive changes for the benefit of children and their families. For example, the provider is considering to send out a newsletter to parents to further enhance communication with them.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows thorough recruitment procedures to ensure that all staff are suitable for their roles and responsibilities. He communicates frequently with other professionals who are involved in children's care and behavioural needs to ensure that these are being met. Staff are aware of the potential signs and symptoms that might indicate that a child is at risk of harm. They are familiar with indicators of extreme views and know how to escalate any concerns to relevant agencies. Staff supervise children well. They ensure that children are always within their sight and hearing to help keep them safe.

Setting details

Unique reference number	2668706
Local authority	Bromley
Inspection number	10313034
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	40
Number of children on roll	33
Name of registered person	Fit 4 Future Foundation
Registered person unique reference number	2588519
Telephone number	02038026909
Date of previous inspection	Not applicable

Information about this early years setting

Fit 4 Future Extended After School Club registered in 2022 and operates from St. Vincent's Catholic Primary School in the London Borough of Bromley. The after-school club is open during term time only from 3pm until 6pm, Monday to Friday. There are four staff members, including the team leader, who holds qualified teacher status.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the setting 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 club.
- The team leader showed the inspector around the setting and discussed the activities provided for the children. Together, they completed a joint observation and evaluation of a planned activity for the young children.
- The inspector held a number of discussions with the provider and team leader. She looked at relevant documentation and reviewed evidence of the suitability of all persons working on the premises.
- The school headteacher shared her views with the inspector on how staff at the after school club work with them and the impact this has on children's well-being. Staff and children also spoke with the inspector at appropriate times during the inspection.
- Parents talked to the inspector about their experiences at the club, which was taken into account.
- The inspector observed the activities indoors and the interactions between staff and children.

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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