

Inspection of City of London Primary Academy Islington Extended School Services

City Of London Primary Academy, 15 Baltic Street West, London EC1Y 0AE

Inspection date:

23 January 2024

**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

Children eagerly arrive for the beginning of the session. They greet staff with enthusiasm, giving them a 'high five' and excitedly sharing news about their day. Staff listen intently and respond with interest to the news that children share. Children understand the routine of the setting. As they arrive, they hang up their bags and coats independently and sit down in year groups for registration. Once registration is complete, children choose the activities that they would like to participate in. All children are engaged and focused, negotiating the experiences on offer.

Children's behaviour is good. Staff are positive role models for children. They remind children of the importance of sharing and taking turns. Children are kind and considerate to each other. They play cooperatively and share their ideas, listening respectfully to the views and opinions of others around them.

Staff have high expectations for children. Children have the freedom to move between different areas of the setting. However, they understand they always need to let someone know before they leave a certain area. Children are independent. They try hard to complete tasks on their own. Staff allow children to try, standing nearby to offer help if needed. Staff praise children's efforts and achievements. This helps to support children to develop positive self-esteem.

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

- Staff at the setting know children well. They understand children's interests and where they are in their development. This allows staff to provide an environment that captures children's imaginations and build on their development. Staff work closely with school staff to follow curriculum themes to help to provide continuity in children's learning.
- Staff provide children with opportunities to develop a love of books and reading. At the start of a session, children within the Reception age group share a group story. Children listen with interest. Staff engage children by asking them questions about what they can see and what they think might happen next. Children are eager to share their knowledge and make predictions. Older children also have access to books and enjoy reading together and individually, curling up on the low couches for comfort.
- Staff design activities that allow children to take ownership of their own play. During a sorting activity, children sort animals according to different properties, such as animals with four legs and those that live on a farm. Staff give children blank question cards to give children opportunities to expand the activity and design their own questions. Children add questions, such as which animals lived

during the Jurassic period.

- Children are confident within the setting. They are proud to share with others what they have achieved. Children hold up drawings they have drawn of the staff. They ask for their pictures to be displayed for others to see. Children flourish with praise from staff. Older children enjoy being given extra responsibility and helping with tasks. For example, they volunteer to hand out the plates to the younger children. Once snack is finished, children ask to help to clean and wipe down the tables.
- Staff encourage children to consider the importance of living healthy lifestyles. When children are eating their afternoon snack and mention sweets, staff use this as an opportunity to discuss making healthy choices with food. Staff promote physical activity within each session. Children access the two playgrounds and climbing apparatus. They take part in additional enrichment activities, such as ballet, karate and yoga.
- Partnership with parents is good. Parents speak extremely positively about the setting. They comment on the friendly and welcoming environment, the fun and educational activities and the kindness of staff. Parents feel reassured that their children are kept safe and develop confidence and resilience through the range of experiences they engage in.
- Managers within the setting are reflective. They regularly seek feedback from parents. Children share their thoughts on the setting during regular meetings and what they would like to see added to the setting. They learn they have a voice and their opinions and thoughts matter.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2654860
Local authority	Islington
Inspection number	10308739
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	75
Number of children on roll	110
Name of registered person	Highbury Roundhouse Association Limited
Registered person unique reference number	RP520975
Telephone number	07914255545
Date of previous inspection	Not applicable

Information about this early years setting

City of London Primary Academy Islington Extended School Services registered in 2021. It is independently run and is located in City Of London Primary Academy in the London Borough of Islington. The setting operates during term time, from 3.30pm to 6pm, Monday to Friday. There are six members of staff at the setting, three of whom hold relevant qualifications at level 2 and above.

Information about this inspection

Inspector

Natalie OLeary

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 setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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