

Inspection of Ebbsfleet Green Breakfast and Afterschool Club

Ebbsfleet Green Primary School, Ackers Drive, Weldon, Ebbsfleet Valley,
Swanscombe DA10 1AL

Inspection date:

27 February 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 are warmly greeted by staff at this happy and safe club. Staff welcome children, asking about their day at school. Children enter happily. They are proud to share their certificates of achievement with staff, who 'high-five' them and show genuine excitement for them. This supports children's positive self-esteem. Children immediately settle to play with toys and activities that are well set up by staff. Children play well together. Where they need additional support, staff are calm and patient in their approach. Children respond well to staff. They immediately stop and join in with staff as they sing a rhyme about listening. This demonstrates children's good attention skills.

Staff encourage and promote children's independence and self-care skills. Children immediately go to wash their hands before playing and put their own coats and bags away. Staff set up activities based on children's interests. They provide a broad and varied range of activities. For example, children enjoy exploring construction bricks and jigsaws. This supports their mathematical skills. Older children enjoy crafts and engage in role play, pretending to be hairdressers. Children talk with each other and staff well. Staff promote children's healthy choices. Children enjoy making their own fruit kebabs, talking about the different fruits. This encourages their understanding of how to keep themselves healthy. Older children enjoy jumping and climbing outside. This supports their physical skills well.

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

- Staff promote positive behaviour at the club. Children are encouraged to share the achievements of their friends. Staff frequently praise children for helping and playing together. Older children include younger children in their games. This supports children's social skills well.
- Children benefit from staff's support of their confidence. Staff promote children's emotional well-being positively. They encourage children to have a go at new things. For example, children are encouraged to play with new friends and to try new activities.
- Children benefit from a well-planned club. They are encouraged to make choices about what they want to do. Staff respond positively to children, encouraging them to get out toys and resources independently. This supports their independence well.
- Children with special educational needs and/or disabilities are well supported. Staff know these children well. They plan activities and games that support their interests. Staff sit with children and play alongside them. This promotes children's engagement and focus.

- Staff promote respect between children. There are good arrangements to reflect the different languages that children hear and speak at home. For example, staff encourage children to answer the register in their home language. This encourages children to talk about each other's languages, supporting their knowledge and understanding of others.
- Staff promote children's understanding of safety. They encourage children to recall why it is important that they know how to evacuate the club safely. Children respond enthusiastically, explaining that they must leave their belongings behind and that staff should call the fire services.
- Staff are good role models. They show genuine interest in children. They support younger children well. They share information effectively with the teachers in the school to support smooth transitions. Staff say that they enjoy working at the club. They support each other well.
- Leaders and managers are passionate and committed to providing good-quality care for children. They work closely with colleagues across the organisation to provide continuity for children and families. They are reflective and evaluative of their provision. They work closely with the school to support children and families. They have effective processes in place for the recruitment, supervision and ongoing suitability of staff.
- Communication with parents is effective. Club staff share important updates with parents when they collect their children. Parents report that their children enjoy attending the club and especially like the food. They say that they feel welcomed at the club when they collect their children and that there have been positive changes.

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	2656185
Local authority	Kent
Inspection number	10308758
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	3 to 10
Total number of places	26
Number of children on roll	26
Name of registered person	Manna-Seh Childcare And Education Limited
Registered person unique reference number	RP530111
Telephone number	07737471786
Date of previous inspection	Not applicable

Information about this early years setting

Ebbsfleet Green Breakfast and Afterschool Club registered in 2021. It is independently run and is located in Ebbsfleet Green Primary School, in Ebbsfleet, Kent. The setting is open from 7.30am to 9am and 3pm to 6pm, Monday to Friday, term time only. The setting currently employs three members of staff, two of whom hold qualifications at level 2 and above.

Information about this inspection

Inspector

Victoria Salisbury

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 manager showed the inspector the premises and discussed how they ensure they are safe and suitable.
- Children spoke to/communicated with the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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