

Inspection of Creative Kids After School Club Partnership

Royal Wharf Community Dock, 2 John Harrison Square, London E16 2ZA

Inspection date:

12 March 2024

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

**This
inspection**

Met

Previous
inspection

Not Met (with actions)

What is it like to attend this early years setting?

This provision meets requirements

Staff warmly welcome children into the club as they meet them at their classroom. Children readily follow the routines as they wash their hands and sit ready for snack. Staff set out activities and resources that they know interest the children. There is a happy and calm atmosphere at the club, where the session flows seamlessly. Staff engage well, and children are clearly relaxed and confident in their surroundings. The key-person system is effective, and the staff know the children well and how to support them in their play. Consequently, children are confident to seek help and reassurance.

Staff promote children's happiness and well-being successfully. They use every opportunity to build children's self-esteem. Staff praise children's efforts and encourage them to be proud of what they have achieved. Staff engage well with children as they play. Some children build complex models using small building blocks for their designs, as well as following instructions from a manual, and staff talk about their models with them. Children receive effective support from staff.

Staff have high expectations for children's behaviour and conduct. Children can share their ideas and feelings and work together to engage in play. Children are polite and use good manners when creating games and sharing toys. Staff model the behaviour they expect from the children.

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

- Staff promote children's personal development well. They encourage children to take responsibility for their own belongings and supervise while they manage their self-care and hygiene needs. Staff at times help children understand the importance of healthy lifestyles. For instance, a fruit bowl is available, and children have continual access to water. However, food offered at snack time is less healthy. During these times, staff do not recognise the capabilities of the children, therefore, children's independence during these times is not supported as well.
- Staff interactions with children are good. They know children well and develop close relationships. Staff listen to children with interest. They engage them in thoughtful conversations. Children communicate confidently and describe ideas in detail. For example, they discuss how they are going to design their bead bracelets.
- Although, children do not have an input into what activities are planned for at each session, they are actively engaged in what is on offer. They thoroughly enjoy their play and quickly become engrossed in this. For example, they eagerly organise dance routines to follow. They experiment, develop their creativity and

solve problems as they work out how best to use modelling foam to make structures. The leaders build strong links with the staff from the host school. Their information sharing means that staff at the club know how to support all children well. The youngest children also have a key person for additional support. Consequently, the youngest children demonstrate confidence and settle in at the club very well.

- Parents are highly complimentary about the club. They know the staff team really care about their children. Parents are confident that their children are safe and happy. They praise the range of activities that staff offer their children. They value the role of the club in supporting the local community.
- Children enjoy time organised outside when weather permits, where they can practise using hoops or throwing and catching balls. Leaders regularly organise trips to the local park to help develop children's physical skills further and enable them to take risks, as they use more advanced equipment and play organised team games.
- The leaders regularly evaluate the club and develop ways to improve. They seek feedback from parents and children to improve the club. They are dedicated to providing a high-quality provision. They work closely together as a team and feel well supported. This allows them to share ideas and suggestions.
- The leaders are proactive in supporting each other to develop their knowledge and skills. For instance, they recognise the need to bring in more staff as the club grows. They sought training for safer recruitment procedures to help ensure that any new staff are suitable in their role to work with children.

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	2649405
Local authority	Newham
Inspection number	10305829
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 9
Total number of places	24
Number of children on roll	29
Name of registered person	Creative Kids After School Club Partnership
Registered person unique reference number	2649404
Telephone number	07944793244
Date of previous inspection	26 May 2023

Information about this early years setting

Creative Kids After School Club Partnership registered in 2021. It is located in the London Borough of Newham. The setting operates during term time from 3.20pm to 6pm, Monday to Friday. It currently employs two members of staff, including the manager. Staff hold appropriate early years qualifications at level 3.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke with the providers about how the club is organised. They discussed why the activities are planned.
- The inspector accompanied staff who were collecting children from school.
- The inspector observed the interactions between staff and children.
- The inspector spoke to several parents and children during the inspection and took account of their views.

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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