

# Inspection of Let's Leap @ St. James & St Johns

St. James & St. John C E School, 4 Craven Terrace, London W2 3QD

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Inspection date: 24 April 2024

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

**This inspection**

**Met**

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Previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **This provision meets requirements**

Children are happy, confident and clearly enjoy their time in the club. Staff warmly welcome them as they arrive from their classrooms. Staff converse with teachers bringing children from the nursery site to understand about the children's day. Staff and children have good relationships, and the children confidently talk about all the things they enjoy and are learning at school. Children self-register on arrival, placing their names in the zones of how they are feeling today. This supports children's well being and opens conversations about their feelings and emotions.

Staff interact well with the children as they invite staff to help mend the doll's house roof. Children help teach staff to play chess with staff and there is lots of discussion about the game. The club is calm and inviting. Staff engage well with children and talk about their day and time at the club. Children are at ease and confident with visitors present, demonstrating how safe and secure they feel. They sit with friends, staff or find a book to read alone. Children demonstrate independence, accessing toys they want and getting their own bag and coat when it is home time.

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

- Children have positive experiences at the club. They feel safe and secure. Staff get to know the children well and plan activities to support children's creativity and mindfulness. Children enjoy the wide variety of activities available. However, staff do not always consider the needs and interests of children when they plan the environment. For example, some group games are not age-appropriate for the youngest children and, therefore, they lose interest quickly and become distracted.
- Children behave well. They are polite and well mannered, saying please and thank you at appropriate times. Older children help the younger ones to know the boundaries and expectations. For example, they help pack the toys away and tidy up. Children eagerly work together to earn 'dojo' points over the week to help promote positive behaviour.
- Staff understand the basic needs of children with emerging special educational needs and/or disabilities (SEND) and they monitor the children carefully. Children with SEND are content in their surroundings at the club and in the care of the staff. The key-person system is now fully established, ensuring that children in the early years age range are well supported.
- 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 help children understand the importance of healthy lifestyles. For instance, children enjoy a range of healthy snacks and

have continual access to water. Children have opportunities to use the outdoor areas.

- The managers and staff work closely with the school to build and maintain positive links, so they can work together for the good of the children. The setting operates from one of the halls in the school and the staff team works hard to make children feel that this is a more relaxed environment than the school day. This enables children to play and be comfortable.
- The managers and the staff team are dedicated to providing a high-quality provision. They work closely together as a team and feel well supported by senior managers. Staff report that they feel well supported in their roles. They take part in regular meetings to support their training and well-being. They complete mandatory training, such as safeguarding.
- Staff form effective relationships with parents. Parents speak positively about the club and comment that staff know their children well. Parents say their children enjoy attending and that staff are friendly and approachable. The effective communication supports consistency in children's care.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	2703966
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10343101
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Out-of-school day care
<b>Age range of children at time of inspection</b>	3 to 11
<b>Total number of places</b>	20
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Lets Leap Sports Academy Ltd
<b>Registered person unique reference number</b>	2579315
<b>Telephone number</b>	07375543842
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Let's Leap @ St. James & St. Johns is located within the London Borough of Westminster. The club operates term time only Monday to Friday after school only. The club employs three staff, all staff hold relevant childcare qualifications.

## Information about this inspection

### Inspector

Tracey Murphy

### 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 inspector spoke with the manager, staff and children at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and evidence of the suitability of staff working at the club.
- The inspector observed children's interaction with staff and their engagement in a range of play activities indoors.
- Parents shared their views of the club with the inspector.

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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