

Inspection of Oldfield After School Kids Club

Oldfield Primary School, Oldfield Lane North, GREENFORD, Middlesex UB6 8PR

Inspection date: 5 June 2024

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

**This
inspection**

Met

Previous
inspection

Good

What is it like to attend this early years setting?

This provision meets requirements

Children enjoy attending the club, which they say is 'amazing'. Staff are warm and kind. They take time to talk to children about their lives, interests and ideas. Staff have high expectations of children's behaviour. Children respond well to this. They are polite and respectful to each other and staff.

The provider and staff carefully consider how to create positive experiences for children while they are at the club. They plan activities which are completed over the course of the week. For example, children design, make and decorate clay sculptures. They look forward to returning to complete the next stage of their project. Children gain a sense of satisfaction from their achievements. Their emotional well-being is important to the provider and staff. Children are happy.

The provider has effective strategies and routines in place to keep children safe. Staff carry out regular risk assessments. They constantly review security arrangements and supervise children carefully as they move from the school to the club. Children build on their independence skills. They learn about keeping themselves safe and well. Children help each other, for example, to check they have all cleaned their hands when arriving at the club.

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

- Parents praise the club. They say there is a good two-way flow of information between themselves and the provider. Parents particularly highlight how they appreciate the flexibility offered by the club. They say the provider is sensitive to their needs and they feel supported. Parents give detailed information when they join the club. The provider is vigilant about any allergies or dietary requirements their children might have. Parents feel their children are kept very safe.
- The provider understands that not all children have the same advantages. She provides resources which children may not be able to access outside of the club. Children learn they are all different. They talk about how to help and take care of each other.
- Staff create an inclusive atmosphere, where all children can flourish. This is a core strength of the club. Children talk about their different home lives, learn words and phrases from each other's languages. Staff plan activities which support younger and older children to play together. Children form strong friendships. They chat, laugh and enjoy each other's company.
- The provider ensures that staff receive training. For example, staff say they use their safeguarding and first-aid training to keep children safe. They attend regular staff meetings. However, the provider is seeking to develop the training that staff receive to build on their skills, knowledge and confidence even further.

- Children talk about the food they eat at the club. They have conversations with staff about healthy eating. Children understand about leading healthy lifestyles. They enjoy a range of vegetables, including lettuce, tomatoes and cucumber. Children take part in physical exercise. They run, jump and move in the outside space. Staff encourage children to drink water on a warm afternoon.
- The provider reflects on the service she provides. She considers the needs of children who attend the club. For example, staff provide children with a soft area and cushions, where they can relax if they are tired after school. Children request to learn new skills and staff support their developing interests. Staff nurture children's confidence and self-esteem.
- Children build on the skills they learn at school. For example, they use their mathematical skills to design a house using construction resources in the outside space. They develop skills which will support them in their later lives. For example, children problem solve and negotiate as they develop their team-working skills.
- Staff understand how to support children with special educational needs and/or disabilities. They work closely with children who may need help to focus during activities. Staff observe and monitor children. They are skilled in supporting positive behaviours. Staff build a positive relationship with the school and share relevant information.

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	EY274122
Local authority	Ealing
Inspection number	10339216
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 11
Total number of places	30
Number of children on roll	24
Name of registered person	Flora, Kalvinder Kaur
Registered person unique reference number	RP513887
Telephone number	07887 850801
Date of previous inspection	5 July 2018

Information about this early years setting

Oldfield After School Kids Club registered in 2003. The club is independently run and operates from Oldfield Primary School in the London Borough of Ealing. The club operates Monday to Friday, from 3.15pm to 5.45pm, during school term time. The provider is a manager of the club and holds a relevant qualification at level 4. There are three members of staff, who all hold relevant qualifications ranging from level 2 to level 3.

Information about this inspection

Inspector

Ceri Callf

Inspection activities

- This was the first routine inspection the club received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the club.
- The provider gave the inspector a tour of the premises and explained what activities are on offer for children.
- The provider talked about how they support staff's professional development and how they ensure that staff are suitable to work with children.
- The inspector spoke to staff, children and parents at different points during the inspection and took their views into account.
- The inspector viewed documentation to demonstrate the suitability of staff and discussed how children's attendance is recorded.
- The inspector observed children as they participated in a range of activities, inside and outdoors.

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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